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ABSTRACT

This annual report considers major changes in education in general and offers numerous suggestions to FLES teachers, supervisors, and administrators for revamping current FLES programs in the light of current socioeconomic pressures. Articles pertaining to two broad areas--alternatives in FLES programs and in training FLES teachers--include: (1) "FLES in Louisiana--Progress and Promise," (2) "Suggested Application of Innovations to FLES Programs," (3) "Innovations, and Changing Goals of Education and FLES," (4) "Common Goals of FLES and Anthropology," (5) "In the FLES Classroom-A Change in Approach," (6) "The Preparation of FLES Teachers," (7) "The FLES Teacher and Audio-Visual Equipment and Materials," and (8) "In-Service Training for the FLES Teacher." The names and addresses of members of the FLES Committee of the American Association of Teachers of French for 1970 are listed. (This document previously announced as ED 051 687.) (RL)

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FLES: PATTERNS FOR CHANGE

A REPORT BY THE

FLES COMMITTEE

OF THE

AMERICAN ASSOCIATION OF

TEACHERS OF FRENCH

Co-Chairmen

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Presented

December 28, 1970

New Orleans, Louisiana

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PREFACE

The FLES Committee of the American Association of Teachers of French seeks to maintain interest in FLES through the publication of an annual report on important issues in foreign language instruction in the elementary schools. The following are the topics that have been discussed in previous reports:

1961: The Supply, Qualifications, and Training of Teachers of FLES

1962: Language Structures at FLES Level, Including Testing for Mastery of Structures[1]

1963: The Correlation of a Long Language Sequence Beginning in the Elementary School[1]

1964: Reading at the FLES Level[1]

1965: Culture in the FLES Program[2]

1966: FLES and the Objectives of the Contemporary Elementary Schools2

1967: The FLES Student: A Study[2]

1968: FLES: Projections into the Future[3]

1969: The Three R's of FLES: Research, Relevance, Reality[3]

The 1970 Committee Report, FLES: Patterns for Change, is devoted to a consideration of the major changes in education in general, and offers numerous suggestions to FLES teachers, supervisors and administrators for re-vamping current FLES programs in

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[1] *Available from National Information Bureau, 972 Fifth Avenue, New York, N. Y.*

[2] *Available from Chilton Books, 401 Walnut Street, Philadelphia, Pennsylvania*

[3] *Available from MLA-ACTFL Materials Center*

the light of current pressures.

Our 1970 Committee has taken cognizance of the sweeping demans of communities, parents and students for major revision in the educational scene. The Carneige Report (Crisis in the Classroom by Charles Silberman)[4] characterizing most classrooms as "joyless" and "oppressive" could scarcely have referred to the many animated FLES classrooms of our colleagues. And yet, it behooves all educators to take heed of the call to action trumpeted by this report, which calls for the drastic revision of current educational strategies, on all school levels and in all subject areas.

The 1970 Committee is going on record to indicate that there is no standard FLES approach. Rather, the current report makes the strong recommendation that FLES must be suited and adapted to local needs. Witness the varied options for change:

Should there be state-mandated programs?

Shall we teach French to French-speaking children?

Can we adapt ideas from "Individually Prescribed Reading Programs"?

Should there be differentiated staffing in FLES programs?

Should there be change in FLES goals as determined by specified behavioral objectives?

Should FLES teachers be held accountable for student achievement?

Does independent study belong at the FLES level?

Does individualized instruction belong at the FLES level?

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[4]Charles Silberman, Crisis in the Classroom, Random House, 1970.

Should we train anthropology-oriented foreign language Teachers? (or foreign language-oriented anthropology teachers)?

Shall we plan spontaneous foreign language teaching situations?

Should we use machines that help teachers teach?

Should we use machines that teach?

Should we revise training programs in order to get qualified teachers?

Are in-service training programs for FLES teachers necessary?

Thus, the report is intended to demonstrate graphically some of the movement suggested in the current educational climate, in order to re-think, re-form, and re-activate FLES programs of the Seventies.

Sincere appreciation is expressed to Professor J. Henry Owens, President of the AATF and to Professor Francis W. Nachtmann, Executive Secretary of the AATF for their continued support and encouragement given to the FLES Committee. The Co-Chairmen are particularly grateful to Mr. Edward H. Bourque, former chairman of the AATF FLES Committee, for his continued devotion to the Committee in arranging for the publication of this report, and to Miss Mary-Jo Dzurik of the Fairfield Board of Education secretarial staff for the many hours spent in the technical preparation of the 1970 report. Appreciation is also extended to the personnel of the printing facilities at Fairfield University.

The 1970 FLES Committee Report is available from the NLA-ACTFL Materials Center, 62 Fifth Avenue, New York, New York 10011.

Gladys Lipton
New York, New York

INTRODUCTION

Reform and renewal are in the air at all levels of education. The elementary school is inevitably in the thick of it, laying the foundation, as it does, for all further educational enterprise. FLES teachers have always been innovators. From the beginnings of the FLES movement they have had to hold their position in the face of much indifference, and even opposition, while pushing forward in the firm belief that learning foreign languages at an early age was consistent with our knowledge of the child's cognitive development. Their stand has been vindicated by the present emphasis on bilingual schooling in the early grades, and their FLES experience has now much to offer to those engaging in this vital new enterprise.

The FLES teacher can feel confident as she becomes involved in new ways of structuring elementary school learning, where instruction grows out of the child's interests and is responsive to his capacities and stage of development. After all, FLES teachers have dared from the beginning to believe that learning can be fun, and FLES methods have exploited the child's love of imitation and mimicry, his spontaneity in acting out roles, his love of movement and his urge to express himself vocally, his curiosity about the lives of children in other places and his natural desire to see, touch, and experience what they treasure and enjoy.

The FLES teacher, even the specialist, is clearly not someone apart who comes in and out of the school to teach a special skill unrelated to the general program. She is part of an educational team. She must contribute, as do all the other members of the team,

to the true task of elementary education: the expanding and enriching of the child's environment so that he may grow and mature intellectually, emotionally, and socially. The FLES teacher has a special contribution to make to this development in that she provides the child with the opportunity to see through other eyes, to think in other categories, to compare and contrast the familiar with the strange, and to find the strange interesting and compatible.

Fundamental changes must come at all levels of instruction in our schools and colleges: parents, students, teachers, administrators demand them. Our FLES teachers, who are not weighed down by years of accepted tradition as are many teachers at other levels, may well be the ones in our profession to lead the way in working out in practice that individualizing and humanizing of our language teaching which we all realize is needed but which we do not as yet know how to effect. Those of us in other wings of the profession will be watching with interest and concern their innovations and their achievements in the critical years ahead.

Wilga M. Rivers

Section I

ALTERNATIVES IN FLES PROGRAMS

The one fact about education which is rapidly becoming evident to the most casual observer is that no aspect escapes the need for change. Scheduling patterns, all areas of the curriculum, classroom organization, the use of teachers' and pupils' time and talents, goals and expectations, community involvement, all are targets for scrutiny and potential pressures in the change process.

The authors of the first three articles in this section demonstrate how innovative thinking and novel approaches in meeting local needs can indeed achieve heightened interest and support of FLES.

Two problems that have plagued FLES classes have remained unsolved in many programs. Much has already been written about the isolation of the foreign language period from the rest of the elementary school curriculum and about the decline of the children's interest in learning the foreign language once the novelty of the subject begins to wear thin. We have heard stated repeatedly that FLES programs cannot succeed unless FLES is "properly integrated" into the curriculum and that in order to sustain the interest of the children, material must be related to their experiences, interests and abilities. Recognition of these principles necessary for FLES success has not been lacking; but what we have lacked are descriptions of some very specific techniques for putting these principles into operation. The authors of the next two articles offer interesting solutions to these problems.

Virginia Spaar-Rauch
New York, New York

FLES IN LOUISIANA - PROGRESS AND PROMISE

In the fall of 1968, the position of the French language in the State of Louisiana, a State long noted for its heritage of French language and culture, was bleak indeed.

The problem, simply stated, was that in almost every one of our twenty-one Acadiana parishes the pattern was the same: grandparents spoke French almost exclusively, but only among people of their own age group - English was still very much their second language. The parents of school age children were truly bilingual, able to converse equally in French and English, but more and more their French was becoming a social language - one that was spoken in the home or at intimate social gatherings with close friends. Many of the children in school could understand French, but spoke it very seldom; therefore, they were becoming more and more English dominant.

Another aspect of this problem, and a major cause for concern, was the lack of pride in being bilingual. French speaking people were constantly apologizing for their French, or rather differentiating between Louisiana or "Cajun" French and the Standard, or as they referred to it, "good" French.

For many years prominent educators, such as Dr. Hosea Phillips of the University of Southwestern Louisiana, and the late Dr. Elliot Healy of Louisiana State University, as well as many public figures were aware of this deterioration of spoken French, but there appeared to be no feasible means of turning the tide. To be sure there were active organizations such as L'Union Français, l'Athéneé Louisianais, les Comédiens Français and France Amérique de la Louisiana, to name a few, which made concerted efforts to

maintain the French heritage; however, the membership of these fine organizations tended to be limited and there existed no means of coordinating their efforts and activities for the common cause of the preservation of the French language and culture. Therefore, the time was ripe for the creation of a single organization which would unite the efforts of these existing organizations with those of officials, educators, legislators and lay-people. This was accomplished when the legislature in its July, 1968 session enacted legislation - Act No. 409, House Bill No. 438 - to authorize the establishment of the CODOFIL (Council for the Development of French in Louisiana). The Act reads:

> Section 1. The Governor is hereby authorized to establish Council for the Development of French in Louisiana, said agency to consist of no more than fifty (50) members and including a chairman appointed by the Governor from names recommended to him by legislators, and said Council is empowered to do any and all things necessary to accomplish the development, utilization, and preservation of the French language as found in the State of Louisiana for the cultural, economic, and tourist benefit of the State.
>
> Section 2. The Governor's Council for the Development of French in Louisiana may cooperate with, and advise, other state agencies including public institutions of education.
>
> Section 3. Council for the Development of French in Louisiana may receive donations and grants from individuals, corporations, and governments in order to further the provisions of this Act.
>
> Section 4. All laws or parts of laws in conflict herewith are hereby repealed.

Act 409 gave to Louisiana the <u>means</u> to begin unified efforts toward the presentation of French as a second language, but it was the preceding act, Act 408, that actually provided <u>ways</u> that this could be accomplished. Act 408 was passed by a unanimous

vote of the Louisiana Legislature and reads, "Be it enacted by the Legislature of Louisiana:

Section 1. The French language and the culture and history of French populations in Louisiana and elsewhere in the Americas shall be taught for a sequence of years in the public elementary and high school systems of the State, in accordance with the following general provisions:

(A) As expeditiously as possible but not later than the beginning of the 1972-1973 school year, all public elementary schools shall offer at least five (5) years of French instruction starting with oral French in the first grade; except that any parish or city school board, upon request to the State Board of Education, shall be excluded from this requirement, and such request shall not be denied. Such request shall not be submitted until July 1, 1972. The fact that any board is excluded, as here provided, from participation in the program established by this Act shall in no case be construed to prohibit such school board from offering and conducting French courses in the curriculum of the schools it administers. In any school where the program provided for herein has been adopted the parent or other person legally responsible for a child may make written request to the parish school board requesting that said child be exempted from this program.

(B) As expeditiously as possible but not later than the beginning of the 1972-1973 school year, all public high schools shall offer a program of at least three (3) years of instruction in the French language and at least one course included in the culture and history of the French populations of Louisiana and other French speaking areas in the Americas; except that any parish or city school board may request the State Board of Education to be excluded from this requirement and such request shall not be denied. Such request shall not be submitted until July 1, 1972.

Section 2. Educational television operated under the auspicies of any public institution in the State of Louisiana shall be bilingual in character paying due regard to the proportion of French speaking listeners within the broadcast area of such operations.

Section 3. The State Board of Education, the State Superintendent of Education, and all other public officials and administrators are properly charged with the implementation of this act.

Section 4. The State Board of Education, the State Superintendent of Education, and the Parish School Boards participating in the program set forth in this act shall include in their budget provision for the implementation of this program; and may avail themselves of any funds which may be provided by the Federal Government or other sources in accordance with the existing law and regulations of this State.

Section 5. All laws or parts of laws in conflict herewith are hereby repealed."

It is to be noted that although the act could be considered a mandate, it does allow any school board to be exempted. However, a request for exemption could not be submitted until July 1, 1972. This was so stated to allow the school boards adequate time to explore all avenues of approach to the problems posed by the act.

As it was fully realized that there would be many obstacles to overcome, the target date was set well in advance to allow for a period of preparation. The most common problems were these:

1. *A lack of trained qualified teachers at the elementary level as well as a shortage of teacher personnel at the secondary level.*
2. *A need for special training in the latest methodology and techniques for existing French teachers in the State.*
3. *A lack of well articulated and sequential material to insure the educational objectives set up by Act 408.*
4. *A need for revised curriculum guides and specialized programs of study to insure success of a strong elementary program.*

During the 1969-70 school year, these problems were attacked in the following manner.

I. Lack of qualified teachers:

Through a cooperative program set up by the State Department of Education and CODOFIL working through the State Department in Washington and the French Ministry of Foreign Affairs, it was decided that an experimental program would be begun for the 1970-71, 1971-72 school sessions utilizing 30 qualified teachers from France, who would work in the entire spectrum of education from Kindergarten to the college level to assist our Louisiana parishes in initiating new programs at the elementary level as well as strengthening existing programs. These 30 teachers were placed in schools - public, private and parochial - throughout the State. Along with the 30 teachers who are paid by the local school systems, the French government has sent three educational consultants who work through the French Cultural Services and the State Department of Education in helping to supervise the work of the 30 teachers, as well as in assisting the local school systems in setting up new programs, and serving as consultants in other educational areas, such as Adult Education.

The program began officially on September 11, 1970 when the French teachers reported to their local hiring agencies, and thus far has been judged an overwhelming success.

II. The need for special training:

During the month of May, 1970, Louisiana was host to educational delegations from both France and the Province of Quebec. These delegations toured a cross-section of the entire State, and visited in schools and communities in both the French-speaking and Anglo-Saxon parishes to give an overview of the existing status of French in Louisiana. As a result of the visit by the French delegation, a total of 53 Louisiana teachers of French were invited to attend one of four special six-week institutes in France. These institutes were specifically planned to meet the needs at each educational level. The teachers spent four weeks at a French university and two weeks in touring throughout France.

Twenty-five elementary and junior high teachers attended the Institute at Angers. This institute concentrated on methods and materials at their particular level as well as intensive work on their conversational French. Twenty high school teachers attended a similar institute in Besançon at the Centre de Linguistique Appliquée. Three teachers who specialize in working with advanced high school students attended a full six-weeks study program at Grenoble, where they were fortunate enough to attend classes under the direction of M. Francis Debyser, Director of the B. E. L. C. (Bureau pour l'Enseignement de la Langue et de la Civilisation Française a l'Etranger).

Five supervisors of Adult Education attended a special program tailored to their needs at Montpellier. This program

was under the direction of M. Dabène, Director of CREDIF (Centre de Recherche et d'Etude pour la Diffussion du Français).

The visit of the Quebec delegation was a direct outcome of a prior meeting of the Joint Quebec-Louisiana Committee held in Quebec during the month of January. At the conclusion of their visit to Louisiana, the Quebec delegation, CODOFIL, and the Louisiana State Department of Education set up a dual summer program. There was a summer camp program for 70 youngsters of junior and senior high school age in several well-established summer camps throughout Quebec, and study programs at the College of Jonquiere for 60 French teachers and advanced high school and college students. These study programs were organized through the combined efforts of the Universities under the Louisiana State Board of Education for 6 hours of credit. The classes were conducted by the CEGEP (College d'Enseignement General et Professionel) of Jonquiere.

With the intensive study programs in both Quebec and France, Louisiana had, during the summer of 1970, a total of 183 students and teachers studying French in an actual French milieu.

III. Lack of sequential material:

In January of 1969, Mr. William J. Dodd, State Superintendent of Education, called for an adoption of textbooks in several subject-matter areas, which included foreign languages.

Separate committees were selected for each of the languages, composed of elementary, junior high and senior high school teachers from public, private and parochial schools throughout the State. These committees met in the State Department of Education Building and, during one full week of deliberation and study of all texts and materials proposed, recommended texts and the proper grade level for their use, thus giving the local school boards a fully articulated, sequential program of foreign language instruction from the first grade through the fourth year of high school.

For the first time the committees were able to recommend for purchase with State funds the basic visuals, tapes, records and other supplementary aids to accompany the texts of the various series selected.

This new textbook list was approved by the State Board of Education in toto and allows the sixty-six parish and city school systems of the State to select a sequential foreign language program tailored to their individual needs.

IV. Need for revised curriculum guides and specialized programs of study:

In September of the 1970-71 school session, Dr. William Beyer, Assistant Superintendent of Curriculum and Instruction, authorized the establishment of the Louisiana Curriculum Coordination Council for Foreign Languages. This Council is composed of 30 highly-qualified educators representing the seven languages taught in the State. The charter members of the Council span all educational levels and were chosen from public, private and parochial schools.

Recognizing the need for specialized programs in those areas of the State that have many French dominant students, three parishes submitted during the past year preliminary proposals for Title VII bilingual programs. Two of these three preliminary proposals received planning grants.

Dr. Hosea Phillips of the University of Southwestern Louisiana, in his preliminary proposal for St. Martin Parish, focused attention on the fact that there exists within this Parish several levels of French, i.e., Standard Louisiana French comparable to that spoken in the provincial towns of France, "Acadian French" comparable to the French spoken in the rural areas of Canada and "Creole French" comparable to the "Petit Negre" French spoken in formerly French West Africa and to some extent to the Arab natives of French North Africa.

This problem of several dialects of French is compounded in that so many of the families in the rural areas speak a form of English which is not considered standard usage; therefore, while the program in this parish is considered to be one of bilingual education, it is, in essence, a program that will be multi-dialectic.

When funding was received for the Planning Grant, Mr. Herman Roberts, Director of Federal Programs for St. Martin Parish, requested the assistance of the authors. As a part of their preliminary research, they attended a Bilingual Conference at Fordham University in New York, which afforded them the opportunity of visiting three different on-going bilingual programs in the New York area. They then joined Mr. Roberts for a visit to the only French Bilingual Program in Greenville, New Hampshire.

They next visited in the proposed target schools in St. Martin Parish, where meetings were held with the principals of the two schools and with the teachers of Kindergarten and first grade classes in order to involve them in the planning stages of the project. Next, parents and community representatives were contacted to ascertain their views regarding the proposed bilingual program. Finally, a number of interviews were

conducted with French-speaking students with the assistance of adults who spoke the various dialects evident in the community. These sessions were taped and were used by Mr. Kastner in preparing the first full draft of the proposal, which was completed late in May. This draft was then submitted by school authorities to the Southwest Educational Development Laboratory in Austin, Texas for final revision. The proposal was returned to St. Martin Parish for the completion of statistical data and for final approval and was then sent to Washington. The project received funding and is now in its first year of operation under the direction of Mrs. Hazel Delahoussaye.

The Lafayette Parish Planning Grant Proposal was prepared in a slightly different manner. The format of on-the-spot taped interviews with students and consultations with local school personnel and community representatives was conducted by Miss Johanna Guccione, Evaluator of Federal Language Schools in Washington, D. C. under the supervision of Mr. Joseph Glorioso, Director of Federal Programs for Lafayette Parish. Miss Guccione, in collaboration with Miss Anne Huguenard of the Prince George County School System of Maryland, prepared a first draft which was submitted to Mr. Glorioso. Next, Mr. Glorioso, in the company of Mr. Harold Gauthe and Dr. Catherine Janes, the Elementary Supervisors for Lafayette Parish, joined with the St. Martin group in their visits to the bilingual programs in New York and New Hampshire.

A final revision of the proposal was completed, and the proposal was submitted for funding. The program received favorable approval in Washington, was funded, and is now in its initial stages.

Evaluation of the Progress of Act 408

During the second half of the 1969-70 school session, the Foreign Language Department made a survey of existing elementary French programs throughout the State. This was done by addressing a request for statistical data from the elementary school principals in 1,530 public, private and parochial elementary schools. From the returns of approximately four-fifths of the schools surveyed, we received the following information:

1. That French was now being taught at the elementary level in twenty-eight of the sixty-four parishes.

2. That there were 28,738 students in Kindergarten through sixth grade involved in a FLES program of French.

3. That there were 842 teachers conducting these FLES programs in the elementary schools.

Now that the 1970-71 school session is underway, the following plans are in preparation for the coming year:

1. There will be a continuation and expansion of the study and camp programs in the Province of Quebec.

2. There exists the possibility that the Directors and the Curriculum Specialists of the two bilingual programs will visit in the schools in several areas of Quebec to view firsthand the Canadian methods and techniques for the teaching of French as a Second Language and English as a Second Language.

3. There will be a more comprehensive program of institutes in France for the summer, including not only a larger number of teachers of French at all educational levels, but also a special program for recent college graduates in French education who will be entering the classroom for the first time next September.

4. Plans are underway by the three Educational Consultants from France to utilize a number of the teachers from France in special summer programs for elementary and junior high school youngsters. These programs will be similar in concept to the Colonies de Vancances in France.

5. A preliminary proposal for a special bilingual program has been submitted through the State Supervisor of Adult Education. This program would be offered in twelve of our predominantly French-speaking parishes and would serve the dual purpose of standardizing both the French and English that is spoken by the adults in these parishes, and at the same time, of rekindling their pride in their bilingualism. It is felt that this program will be most important, as it will compliment the programs now being offered the children in these parishes and will insure Louisiana of a renewed generation of bilingual speakers.

This brief review of current progress and promise, in the authors' opinion, reflects the comforting fact that French is indeed alive and well, and a living language in Louisiana.

Homer B. Dyess
Robert Leo Kastner
New Orleans, Louisiana

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SUGGESTED APPLICATIONS OF INNOVATIONS TO FLES PROGRAMS

In contrast to the standard concept of the student as part of "la classe considérée comme un être homogène,"[1] newer instructional theories tend to stress the importance of considering the learning problems and abilities of individual students. Programmed instruction, flexible or modular scheduling, differentiated staffing and attention to performance objectives offer possibilities for "custom-tailoring" instruction. Although some initial efforts at employing these techniques in elementary education have been made, they have, for the most part, been experimental and small-scale operations.

When one considers the teaching load of most FLES teachers in traditionally-organized elementary schools, it appears unlikely that the teacher's efficiency and the student's achievement are realizing their full potential. Teachers teach as many as thirteen twenty-minute classes a day and meet three hundred or more students every week. It would seem well worth investigating, therefore, the wider application of some of the above techniques to the elementary school in general and to FLES in particular.

Reading instruction and work with "language disability" students

Reading is now being introduced quite early in the FLES sequence, by many teachers. As this trend gains in strength (as it should), we must become aware of innovations in reading instruction which can give our students greater confidence and competence in reading a

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[1] Guy Berger, "Conditions de l'ecole moderne - individualisation de l'enseignement et moyens audio-visuels." International Review of Education. Vol. XV, No. 4, 1969. p. 390.

foreign language. It has been the author's experience that children with reading disability can be taught to read simple FLES material with good comprehension. The key to success is teaching time. A program now in progress in Abilene, Texas[2] attempts to meet this problem. In "Project T. O. L. D. (Tutors of Language Disorders)", college students (mostly education majors) work individually with "reading disability" children in the public schools. By means of in-service workshops and careful coordination from supervising teachers in the schools and colleges involved, the college students have made good progress, help their pupils to improve reading skills by two or more grade levels. No one method of instruction is used, but knowledge of many methods is promoted. The children are helped through the use of such techniques as:

1. Sequential programs of language development,
2. Phonetic drills - with cards and tape recordings,
3. Expressive language practice with puppetry,
4. Programmed reading,
5. Typewriters and slide rules are used to aid children who are handicapped by dysgraphia.

Advanced level high school students in foreign languages could gain valuable experience working with "slow learning" FLES students in reading skills. This could also improve articulation within a long foreign language sequence, and might encourage young people to consider foreign language teaching in their career plans.

The concept of IPI (Individually Prescribed Reading Instruction)

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[2] L. N. Gann, "Project T. O. L. D." The Instructor. (Jan., 1970). p. 86.

may also be useful in FLES. The reading laboratory of the Horace O'Bryant Junior High School in Key West, Florida, administers such a reading program successfully.[3] Although designed initially for remedial work, the program "is desirable for employment with average and superior students as well, and in a variety of disciplines...All students can progress at a rate and level commensurate with individual achievement, abilities and potentials."[3] Each student is introduced to a variety of materials geared to individual instructional levels and interests, which encompass all essential skills of reading: perceptual accuracy, visual efficiency, vocabulary and word-attack skills, comprehension and interpretation, critical reading, appreciation, listening, and reference and study skills. The materials used include SRA Programmed Reading Kits and EDL (Education Development Laboratories) Units.

The chief obstacle to FLES reading instruction of this kind is the lack of programmed readers at our level. Enough structurally articulated oral materials now exist in published FLES series to give us a start. There is a need for the adaptation of oral drills and dialogues to meet our needs in programmed-reading instruction.

Modular or flexible scheduling

In order to individualize instruction, the traditional schedule of 40 or 50 minute periods in junior and senior high school and the self-contained class-time unit in elementary school must be

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[3] James Schiavone. "Individually Prescribed Reading Instruction (IPI)". Education. (Nov.-Dec. 1969). Vol 90, No. 2, p. 164-166.

restructured. Students following individual programs in reading, mathematics, science, etc., must be permitted to work at appropriate times and for optimum study periods in each subject area. No one time module will serve universally. FLES classes - traditionally 15 to 30 minutes in length with all students receiving instruction simultaneously - may also benefit from flexible scheduling, if teaching staff and equipment permit. In the IPI reading program described above, a modular schedule for a sample student program might look like this:

Monday	Tuesday	Wednesday	Thursday	Friday
Controlled Reading (approx. 30 min.)	Study Skills (Science) (approx.) 40 min.)	Controlled Reading (approx. 30 min.)	Study Skills (Social Studies) (approx. 45 min.)	Study Skills (Reference) (approx. 30 min.)
SRA materials (approx. 30 min.)	Practice Reader (approx. 15 min.)	SRA materials (approx. 30 min.)	Practice Reader (approx. 15 min.)	Free reading (approx. 60 min.)

"Some time each day is also given to group activities which include discussions, role playing, listening,...(and) book reviews."[3] It is conceivable that FLES students could follow a similar modular schedule, if circumstances permitted. For example, a class of 28 students might be divided into two main sections of fourteen each. One group of fourteen would receive 15 minutes of group instruction, while the other fourteen would work individually with tape recorders, reading units, simple introductory writing sheets (fill-in-the-blanks,

matching answers, etc.), or would work in pairs or threesomes on puppet plays and dialogues. At the end of 15 minutes, the groups would exchange positions. The programmed materials could be continuously available, and time for individual work with them scheduled at appropriate times during the school day, not necessarily with the FLES teacher supervising. No set amount of time beyond the 15 minute group instruction would be mandated for any student, but each would work at his own speed and on materials best suited to his own language-learning strengths and weaknesses.

Differentiated staffing

This innovation in teacher assignments has appeared like a mushroom in many school districts where a "band-wagon" approach to education is prevalent. Very few sound examples of differentiated staffing are yet extant in the United States. A recent article by Fenwick English in the Phi Delta Kappan[4] discerns four basic modes in existing elementary school programs.

1. *A curricular base. This emphasizes staff deployment to reinforce previous philosophical assumptions taken regarding "subject matter." (Classroom teachers are given assignments in their strongest fields of instruction, becoming specialists, rather than generalists.)*

2. *A refinement in teaching ("telling methods"). This adds different instructional media or programmed instruction to the curriculum. (Teaching assignments are based in a teacher's competence in working with various media and programmed instruction.)*

3. *An organizational base. This approaches organizational relationships, changing and adding administrative roles within a school, and creates posts for "super teachers"*

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[4] *Fenwick English. "Teacher May I? Take Three Giant Steps! The Differentiated Staff". Phi Delta Kappan. Vol. 51, No. 4, (Dec. 1969) p. 211.*

who carry administrative as well as teaching assignments.

4. A learning theories base. Teaching assignments stress a teacher's methodological orientation. (In FL's, example, teachers using Direct Method would teach as a group, audio-lingual or traditional specialists would constitute other teams.)

Because differentiated staffing implies sweeping changes in a school, it is often resisted strenuously. When it is used for purposes of economic expedience or is instituted without strong faculty support, the concept fails and deserves to. But in theory, and where it is established with due respect for the welfare of all concerned, the concept is not without merit. "It is ironic that the school has attempted to individualize instruction by assessing the vast differences in pupil ability, environmental conditioning, verbal skills, etc., but generally denies to the teacher - at least in elementary school, the very same analysis of differences in ability to meet those needs."[4]

A FLES program could benefit from differentiated staffing if an intra-departmental organization were established, instead of assigning teachers to horizontal teaching levels (a FLES teacher, a junior high teacher, etc.). A department member could assume responsibility for a sequential-programmed reading program, another could be placed in charge of oral practice at all levels, etc. This would demand a great deal of cooperation within a FL department, but could create a strong, well-articulated language sequence, and obviate the distrust sometimes encountered between FL teachers at varying levels.

Performance objectives

This approach to defining a course of study is the result of many educators' dissatisfaction with existing statements of objectives. Vague generalities like "the student will gain an understanding of the principles of arithmetic" tells us nothing about what is really taught, or learned, or the purpose of the teaching. "The purpose of behavioral objectives is to make objectives so meaningful that those involved in a given setting can work together."[5] A well-written performance objective should say three things.

> *"1. What it is that a student who has mastered the objective will be able to do.*
>
> *2. Under what conditions he will be able to do it.*
>
> *3. To what extent he will be able to do it."[6]*

A well-constructed series of performance objectives will define a course of study in precise steps, and in toto describe a large body of learning which the student has mastered at the completion of the course. Such objectives should also be concerned with "the significance of the content to the individual (not significance in general). A student's behavior will be modified in a certain way by meeting a performance objective, but he must also know why such modification is useful for him. Otherwise, he will demonstrate mastery of the objective in the controlled (classroom) environment, but will

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[5] Ralph H. Ojemann. "Should Educational Objectives be Stated in Behavioral Terms?" The Elementary School Journal. (Feb. 1968). p. 223.

[6] Thowald Esbensen. "Writing Instructional Objectives." Phi Delta Kappan. Vol. 48 (Jan. 1967) p. 246-247.

not make use of it on his own. I feel that the writing of specific performance objectives for the FLES sequence would be an important step toward a strong, well-respected long-term foreign language program. What will a third-grade student be able to say in his foreign language, in a given situation at the end of three months of instruction? At the end of six months? How well will he be able to do it? For example:

1. The students will be able to ask directions of a native speaker so as to be understood without difficulty, and will be able to comprehend a slowly and simply-stated response to the question.

2. The student will be able to change a simple declarative statement in the foreign language to a question by change of voice inflection.

Performance objectives can provide a valuable tool for improvement of FLES instruction and should certainly become a subject for research and development in our field.

Within these few pages the author has attempted to bring to the attention of the FLES teacher a few of the newer approaches to the organization of time and the curriculum of the elementary school. If FLES programs are to flourish, teachers need to take cognizance of innovations which often hold implications for changes in FLES programs. The teacher, in reading for himself articles alluded to in this paper as well as other articles, will discover many creative applications for newer educational ideas.

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INNOVATIONS, THE CHANGING GOALS OF EDUCATION AND FLES

Education today seems dominated by two influences for change, seemingly in opposition. One is the tendency to individualize instruction, to promote a personal education for each child. The other influence, akin to an educational industrial revolution, is one in which the hardware, the organization, and the cost-efficiency-product philosophy of industry and business are all being tried on for size. We must question: 1) whether the changes are transitory, 2) if they are going to alter the philosophy, techniques of instruction and the structure of the elementary school, and 3) how FLES will be affected.

INNOVATIONS IN EDUCATION: HERE TODAY AND GONE TOMORROW

This is the dawning of the age of Aquarius and the beginning of the era of Accountability. "Love will steer the stars" and the cybernauts will be in charge of the educational system. Where have we heard that song before? Oh, yes. It reminds us of a tune everyone was humming a few years back, "Educational TV Opens New Horizons for the Classroom," and that hit of several years later, "ETV; Unfulfilled Expectations." How about everybody's favorite, "Breakthrough in Foreign Language Instruction: The Language Lab," and the succeeding refrain, "Why the Language Lab Failed."

Educators, eternally optimistic about having found the perfect mate, seem to be chronically left waiting at the church. Why do so many new ideas fall flat? Expectations too high? Improper use? Software and supporting material weak? All have contributed, to some

extent, if we are to believe the numerous explanations for the failures. There seems, however, to be a more basic cause.

Though the current educational system seems to flutter endlessly in its search for self-improvement, the very structure of the system works against change. It is difficult to change only one component of the system and not alter the relationships which keep it functioning. "A curriculum is a thing in balance that cannot be developed first for content, then for teaching method, then for visual aids, then for some other particular feature."[1] L. W. Nelson likens the curriculum to a spider's web. "It is impossible to disturb any single strand or spoke of the web without shaking the whole web. The attack, to be really effective, needs to deal with the entire range and continuum of content from first grade through elementary, junior high and senior high and, certainly, the undergraduate school."[2] A change which disturbs the web the least is the most acceptable. Glen Heathers calls this the first law of educational change. "The law goes something like this: the innovations that are most widely adopted are those that make the most apparent change with the least actual change."[3] A change in only one part of the system is rarely successful or permanent.

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[1] Jerome S. Bruner. The Process of Education, (Cambridge, Mass: Harvard University Press, 1965, p. 164.

[2] L. W. Nelson. "Implications of Research for Curriculum Change," Newer Educational Media. (University Park, PA: Pennsylvania State University and the U. S. Office of Education, 1961), pps. 58-59.

[3] Glen Heathers. "The Societal Bearing on the Educational Outlook," Innovations in the Elementary School. (Dayton, Ohio: Institute for the Development of Educational Activities, Inc., 1970), p. 8.

Marshall McLuhan states that "any new means of moving information will alter any power structure whatever" and that "innovation threatens the equilibrium of existing organizations."[4] But the power structure and the equilibrium have remained stable in the school organization and the innovation has been used to perpetrate the same system and techniques of instruction which it was intended to alter and transform. "Each new technology intent on transforming educational procedures soon finds itself the one that is being transformed."[5] Instead of the innovation doing its "own thing," the balanced, unelastic educational system forces it to fit the existing mold and do the same "old thing." The innovation has, of course, provided "unfulfilled expectations" and failed to contribute the longed "breakthrough."

Will the current innovations face the same enthusiastic acceptance and concomitant vilification? Doubtless some will. Let us hope so. It seems, however, that there may be a modicum of hope that a few innovations of promise will survive being swallowed hook, line and sinker by those naive few in whom search for a panacea seems to spring eternal.

PRESENT INNOVATIONS: REVOLUTION OR RELAPSE

What is the prognosis for innovation? Has the system changed?

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[4] Marshall McLuhan. Understanding Media. (New York: McGraw Hill, 1964), p. 91.

[5] Richard Hooper. "A Diagnosis of Failure." AV Communication Review, 17 (Fall, 1969), p. 246.

Can it? Will it? Real change seems more likely now than ever before for two reasons: Pressures for change, mainly outside of the system, and ideas within the system which can provide a sound basis for innovative practices. Both have enormous implications for FLES programs.

PRESSURES ON THE SYSTEM. The school is no longer a sacrosanct institution. The dynamics of society and the relationship of the school to society have altered considerably in the last ten years. The civil rights movement and student protest groups have pressed the educational hierarchy for changes in almost every aspect of the curriculum. The militancy of these groups is reflected in the refusal of teachers to accept what is doled out to them as assignments, working conditions, philosophies of education, and salaries. Parent groups are aggressive in criticisms of curriculum, staffing and budgetary practices. The pressure of finding enough money to operate the system has brought education, for the first time, a competitive system. Business, as a purveyor of learning, has entered our act.

IDEAS WITHIN THE SYSTEM. Francis A. J. Ianni lists four ideas which he suggests are potent forces in insuring a climate for change. He feels that they "will do far more to ensure that change has design and direction and that innovation is purposeful than will any of the revolutionary pieces of hardware."[6]

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[6] Francis A. J. Ianni. "Technology and Culture in Education." The Bulletin of the National Association of Secondary School Principals, 54, (Feb., 1970), p. 6.

1. *The realization that we have scarcely scratched the surface of man's ability to learn.*

2. *The insistence on the importance of individual differences in learning ability and the resulting primacy of individualized instruction.*

3. *The quiet but consistent growth of the concept of diagnostic teaching to complement individualized instruction.*

4. *A new value orientation which demands quality as a companion for equality of opportunity in education.*

We should add a fifth idea--the acceptance of the school's role in arming a student with his own learning technique, a technique built on successful learning experiences.

CHANGING GOALS: EDUCATION NOW FOR THEN

The goals in education must change as the need to function in a society changes. J. Loughary predicts the society of the next twenty years will be one in which:[7]

1. *Personal and national survival will require, if not a world citizenship perspective, at least a working awareness of world conditions and the elimination of the traditional provincialism of education.*

2. *Many personnel responsibilities and tasks will be performed either completely or in large part by complex automated systems.*

3. *Many individuals will need to engage in relatively serious non-occupational and non-recreational*

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[7] *John W. Loughary. "Educating for Humaneness in the Technological Society," To Nurture Humaneness: Commitment for the 70's, ed. by M. M. Scobey and Grace Graham, (Washington, D. C.; Association for Supervision and Curriculum Development, 1970), p. 80.*

activities as a source of self-fulfillment.

4. *Information will have a much more important function as a basis for decisions.*

An educational system which would develop as a result of the innovations now proposed, the predictable needs of the next two decades and the presumed societal changes, would have specific characteristics.

1. *The system would be one whose organization and structure cover man's total life span.*

2. *Individualized instruction would be standard procedure and would not be limited to any particular time and place.*

3. *Education would be more dependent on large support systems which would be concerned with instructional resources, information storage and retrieval, multimedia instructional packages, and systems which bring the environment or subject or concern to the learner on something like a timely reality basis.*

4. *The insructional process will have to be relevant, enjoyable, and applicable to a greater variety of individuals. Learners will be permitted and encouraged to participate in the selection of objectives and procedures.*

5. *Availability of education will have to be increased, adding learning centers and resources at home and at work.*

6. *As more effective educational systems develop, it is essential that long-range objectives of education remain paramount.*[8]

What sort of long-range goal would fit this system? Perhaps this one: the goal of the educational establishment today is to challenge the student at his level of learning and to help provide him with the ability to cope with changing systems, to lead him to develop his own

[8] *Ibid., pps. 80-81.*

learning strategy and to train him to function in a system of fact retrieval. It is the task of the school, therefore, to expose him to a variety of teaching techniques and to provide him with learning experiences appropriate to his ability. This goal insinuates a standard of excellence. Everyone must succeed. How will it alter the goals of foreign language instruction?

We will not be allowed to expect one particular slice of achievement from students who have been dosed with one particular foreign language treatment for one particular time period. Teacher expectations must change, the method of presentation must be variable, and the time in which the student is permitted to achieve must be flexible. The idea of a student working at his own level of ability at appropriate tasks may shoot down some phrases which fly rather high when goals for foreign language courses are framed--all students...near native oral proficiency, etc. But, there are other words which we may not give up but rather shore up--mastery, satisfaction, and achievement.

Lorraine Strasheim suggested in a paper presented to the Secondary School Foreign Language Symposiumat Indiana University,[9] that the goal of foreign language instruction, acquisition of all foreign language skills and the understanding of another culture, may not be appropriate for all students. The need for awareness of the total environment in which the language was used would be

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[9] Lorraine A. Strasheim. "Foreign Language--Part of a New Apprenticeship for Living," A paper presented to a Secondary School Foreign Language Symposium at Indiana University, October, 1969.

the goal for all students, but some might specialize in reading, others on oral proficiency, depending on aptitude and post high school plans. Each student would not need "near-native oral proficiency" and would not attempt to achieve it. The base of foreign language instruction would be broadened, providing a successful foreign language experience for more students by allowing them to limit their area of concentration. Providing a student with tasks appropriate to his ability and tailored to his needs alters terminal proficiency goals for foreign language.

GOALS FOR FOREIGN LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOL: FLES OR FANTASY

If these goals are to be meaningful, they must apply to a FLES program as an entity and as a part of the whole, i.e., a part of the whole elementary school and a part of the whole foreign language sequence. Most stated goals apply primarily to the foreign language in FLES, dealing with the role of FLES as the beginning of the long sequence. Concern has traditionally been on the proper development of foreign language skills, with vertical articulation with the succeeding level one of the prime objectives. Now, of the highest priority in the formation of goals, is the position and fit of FLES in the elementary school. This is the most crucial problem of FLES programs today. If we do not solve it, there will be no need to worry about any of the others.

It is time that we ceased to consider FLES as first, last, always, and exclusively the study of a foreign language. Despite the sequence of its initials, it is, first of all, a part of the

elementary school curriculum. That's where the action is. Most FLES programs have been tacked on to the curriculum. As has been noted, the system does not change piecemeal. Even what we choose to call "well-established" FLES programs are generally appendages. Talk of making foreign language instruction more a part of the elementary school generally consists of discussing ways of integrating French and Language Arts or Spanish and Social Studies.[10] Research in language arts is often application to FLES[11] but overlap of interests, however significant and desirable, is not the ingress for FLES into the elementary school curriculum. It may be that the golden opportunity is at hand.

As the proposed changes in the structure of the elementary school system occur, FLES programs of any description are going to be provided with two options--fit in or disappear. The organizational changes such as non-gradedness, team teaching, flexible grouping, modular scheduling, etc., provide FLES programs the opportunity to become a part of the basic structure and fabric of the elementary school. It must be the goal of every FLES program to be ready to become a functioning gear in the reorganization. The FLES

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[10] An exception: The First National FLES Symposium held in Minneapolis in Nov., 1968 sponsored by the Indiana Language Project and ACTFL, brought together experts in education and psychology, and FLES supervisors and teachers. The papers presented at the Symposium have been published as New Dimensions in the Teaching of FLES available from ACTFL.

[11] As an example, "Effects of Oral and Echoic Responses in Beginning Reading" by Mary Neville in the Journal of Educational Psychology for October, 1968, provides techniques for FLES and first reading teachers.

teacher must develop the objectives and goals for her own discipline but the strategies used to achieve these goals must be compatible with the organization and goals of the elementary school which is their setting."

$$\text{FLES Goals} = \begin{matrix}\text{Elementary School Goals} \\ + \\ \text{Foreign Language Goals}\end{matrix} \left\{ \begin{matrix}\text{capacity of} \\ \text{children for} \\ \text{language learning}\end{matrix} \right.$$

FLES Goals equal the goals of the elementary school plus the goals for foreign language instruction limited by the capacity of children for language learning. Though the formula remains the same there has been some alteration in its elements. The realistic enlargement of the terminal foreign language goals at the high school to include limited areas of foreign language proficiency may be applicable to FLES. Our terminal goals may also require re-examination. It is unjustified omniscience to decide which nine-year old will need or is capable of only a reading knowledge of a foreign language and which pre-adolescent will require oral proficiency in his career, but we can set up goals which will be valid for the student whose FLES experience is his first and last exposure to a foreign language as well as for the long sequence candidate. To do so we must examine what a FLES student is capable of achieving and how our expectations have changed.

CAPACITY: WHAT CAN THEY LEARN. Through the thick and thin of the flagellation of FLES we have managed to maintain one of the basic tenets of our dogma--the younger child is more capable of mimicry and of achieving accurate pronunciation in a foreign language. The

theory of Penfield has been supported by research.[12] If this superior talent is a foundation for the rationale of FLES, the realization of accurate pronunciation must be a goal of any foreign language program for young children.

Fifteen years ago it was assumed that the child possessed correspondingly superior ability in every aspect of foreign language learning, and the extravagant FLES goals proposed as a result, were never achieved. Research has not supported the assumption that the child of 6 to 11 excells in all of the skills and talents identified as necessary for foreign language acquisition. He is as good as older students in some areas, and weaker in others (retention, especially). That the child is an incredibly efficient language-learning mechanism when immersed in a foreign language environment suggests that his capacity has not been over estimated but rather that his talents have remained undefined.

Even in the use of the word "capacity" we are probably setting unjustifiable limits. We are insinuating that this capacity is constant, that the child is capable of holding a specific quantity, or of accomplishing only a set number of items. We should be talking about the elasticity of a child's language-learning abilities. This elasticity may be two fold; motivational and physio-chemical.

In research on the chemical basis of memory ("For every separate memory in the mind we will eventually find a differentiated

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[12] James J. Asher and Ramiro Garcia. "The Optimal Age to Learn a Foreign Language," The Modern Language Journal, LIII (May, 1969), pp. 334-341.

chemical in the brain"[13]), experiments proved that an enriched environment for lab animals increased the physical quality of their brains. The researcher proposed:

> The hypothesis of the experiment is that for each species there exists a set of species-specific experiences which are maximally efficient in developing its brain.... (Human) language is probably the clearest instance of a pure species-specific behavior.. .What are the species-specific enrichments for the human child?....Let me share with you my present enthusiastic guess that in the language arts you will find part of the answer.[14]

Studies have indicated that bilinguals have an increased mental capacity[15] and there is evidence that foreign language learning in children results in gains in mental maturity.[16]

ELASTICITY: WHY THEY LEARN. We have been so concerned with the establishment of FLES programs as highly structured, integral elements of the elementary curriculum and of the total foreign language sequence that we have been very defensive of the "song and games" onus with which we feel FLES has been burdened. But games and language go together. For children, foreign language is a game. It is a puzzle. It is encoding and decoding. It is twenty minutes per day of make believe, let's pretend. They do well at the game and enjoy it until we turn them off. This

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[13] David Krech. "Psychoneurobiochemeducation," Phi Delta Kappan, 50 (March, 1969), p. 371.

[14] Ibid., pps. 373-374.

[15] Jack Kittell. "Intelligence Test Performance of Children from Bilingual Environments," Elementary School Journal, LXIV (Nov., 1963) pps. 76-83.

[16] Mildred Donoghue. "Foreign Language in the Elementary School: Effects and Instructional Arrangements According to Research." (New York: MLA/ERIC)

rejection on our part may be our undoing.

The complaint is common that, in the second and third year of FLES programs, the children lose some of their spontaneity and classes tend to drag. In most of these same programs the character of the classes has also changed. The teacher is concentrating more on the "real" aspects of language learning--tedium and drill.

Children learn only what they want to learn. There is nothing vital to their security or well-being in learning French, Spanish, or German in school. They can live very well without it. We would like to believe that they see this foreign language experience as a necessary prerequisite of their role as adults of the next turn of the century. Tossed the proper stimulus, they will probably bounce that thought back at us; but, that is not the trigger for the immediate emotional reaction occurring in each potential foreign language candidate when the shadow of his foreign language teacher darkens the doorway. Her vision engenders delight or dread in direct proportion to the cumulative satisfaction, sense of accomplishment and pleasure which each student has experienced in previous foreign language periods. The satisfaction and accomplishment may be a result of the teacher's charm and skill. If pleasure, the final ingredient of that vital learning trilogy, has been compounded of songs, games or devices, then warm up the harpsicord, mademoiselle, and whip out your expurgated version of Bingo, for you're motivating, my dear, and Drs. Lambert and Pimsleur could wish you no better pedagogical ploy.

A child will learn when there is no distinction between

work and play."[17] Games, sometimes just a relabeling of an activity, are valid teaching-learning techniques, not just motivational devices.[18]

WHO LEARNS. We are not putting down the male of the species by acknowledging that, in general, he is disadvantaged in foreign language study. In fact, we have been doing the forgotten man a disservice by not analyzing the many studies which indicate this state of affairs and providing some sort of solution. The traditional elementary school is oriented to the characteristics of girls. They naturally fit in. Boys usually need to alter their behavior to fit in. Most boys mature more slowly than girls. They are at a disadvantage when compared to girls of the same chronological age who are, nevertheless, "older" and in a different state of language readiness. At the high school level the individualization of instruction has, to some extent, provided boys with learning options. In the early years of FLES some accommodation must be made for boys to learn according to their own patterns.

"Since behavior is a function of perception, a rich

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17 Samuel P. Peabody. "The Integrated Day," Innovations in the Elementary School. (Dayton, Ohio: Institute for the Development of Educational Activities, Inc., 1970), p. 21.

18 Layman E. Allen, Robert Allen and James C. Miller. "Programmed Games and the Learning of Problem Solving Skills: The Wiff 'N Proof Example," Journal of Educational Research, 60 (Sept., 1966), pp. 22-26.

Elliot Carson. "Games in the Classroom," Saturday Review, 50 (April 15, 1967), pp. 62-64.

perceptual field will make possible more efficient behavior."[19] We need to enlarge the boys' playing field. It may be that the game technique, in part, could be effective in reaching some of the boys for whom we have not provided appropriate learning situations. A form of game learning resulted in larger gains for the boys in the group, perhaps as a consequence of the fact that they "are conditioned to compete in all phases of their work and play and are thus more likely to be affected by a competitive learning situation."[20]

A FLES teacher must analyze a child's technique of learning and then build experiences which capitalize on his capabilities. This may require the teacher to change her own modus operandi, to "pitch" the lesson to the boys. Since boys are not succeeding as well as the girls (always a comparison) they must be removed from the competition or provided with alternate ways of learning--by noisy ways and quiet ways, by hearing and by seeing, by words and by pictures, by being told and by discovering, and by finding it all satisfying and enjoyable.

INNOVATIONS: BANE OR BOON. Almost all of the newer techniques and organizations in education today, bode they good or ill for FLES, will require us to alter our perspective. One of

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[19] William C. Miller. "Using Equipment, Materials, and Facilities to Develop Humane Capabilities," To Nurture Humaneness: Commitment for the 70's, (Washington, D. C.: ASCD, 1970), p. 156.

[20] Layman E. Allen, op.cit., p. 23.

the most pervasive changes is the emphasis on individualing instruction. This, more than any other idea, is the cornerstone for the organizational re-shuffle and redirection of teacher energies. This idea should not properly be labeled an innovation but its implementation has prompted significant alterations in space allocation and modes of instruction.

The notion of tailoring instruction to each child's needs and capacities requires, first of all, a diagnosis of his strengths and weaknesses. Identification of the learning task may involve both the teacher and pupil since the student cannot learn effectively until he knows what he is supposed to learn. The third step is the determination of the most effective means of accomplishing the learning, effective from the point of view of the task, and also from the student's particular learning strategy. From the identification of the task and the determination of the method, emerge the behavioral objectives, the observable student behavior resulting from the learning. The steps then for forming behavioral objectives are:

1. *Decide the purpose for the activity.*
2. *Identify the terminal behavior of the student. What will he do when he has learned what he should have?*
3. *Circumstances surrounding the student performance should be stated.*
4. *Criteria which the teacher will use to evaluate the performance should be stated.*

The development of behavioral objectives for FLES is a consummation devoutly to be wished. Objectives would result in

developing a priority of learnings and would promote a critical appraisal of course content, methods of presentation, and steps in learning. The use of behavioral objectives, however, does not automatically signal a shift of emphasis to student self-instruction or individualization of instruction.

That the use of behavioral objectives provides pitfalls as well as props is obvious. There are mechanistic overtones and the formation of objectives for the affective domain is a sticky wicket. To accomplish the goal of individualization of learning experiences, a number of innovative organizations and practices are being tried.

ORGANIZATIONAL CHANGES. The non-graded curriculum, the grouping of students according to ability levels rather than chronological age, has also been labeled continuous progress, un-graded and gradeless curriculum, multiphased curriculum, etc. It is characterized by flexibility in moving students from group to group, variation in group size, continuous evaluation of each child's progress and close collaboration of the teachers working with each group. Integration of subject areas is encouraged and the ultimate goal in developing the fullest potential of the learner is a "Continuum of behavioral objectives in each subject area."[21] There are variations of non-gradedness with homogeneous ability grouping only for some subject areas.

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[21] Martha E. Dawson. "The Nongraded Curriculum," Innovations in the Elementary School (Dayton, Ohio: Institute for the Development of Educational Activities, 1970), p. 14.

In an elementary school adopting the non-graded approach, a FLES program could function on the same basis as other academic areas, with children grouped according to proficiency or levels in acquisition of skills. The mechanics of grouping might involve the classroom teachers instructing alternate groups during the foreign language period or all special teachers, music, physical education and foreign language working at the same time, thus freeing classroom teachers for planning together. In team-teaching organizations the same sort of back to back scheduling is effective.

Within the framework of a foreign language period in a traditional school, a multi-group, non-graded plan is possible. A number of high schools (McCluer in St. Louis and West Bend, Wisconsin) have instituted plans combining modular flexible time schedules, small and large group instruction, and independent and individual study.

Bruce Joyce predicts that schools of the near future may use several curriculum modes.

Level one: self instruction. In skill areas a student would teach himself through automated self-instruction, not necessarily in school. The time required would vary to suit individual needs.

Level two: a tutorial mode. A child would meet several times a week with someone who would help motivate him, define his interests and direct him to new activities. The tutor would help the student organize independent study.

Level three: a scientific mode. The student would apply scientific methods of inquiry with other students in social sciences, math, and languages, supported by a teacher and lab resources.

Level four: a mode of dialogue and reflection. A child would discuss with his peers the forces of humanity, the direction of relationships between people. The purpose would be to learn the process of discussion.[22]

INDEPENDENT STUDY AND INDIVIDUALIZED INSTRUCTION. Individualized instruction and independent study are not necessarily synonomous. A student may work with others in learning situations and still proceed at his own pace, deciding when he is ready to move to the next step. The goal of the teacher is to help the student learn how to learn. The goal of the student is to develop his own technique of learning. The mastering of this technique is not the mastery of one skill or even of one particular sequence of skills. The student must put together the skills in the order which best fit the learning problem and his particular style of solving it. A specialist teacher, in charge of a class for a limited period each day, is not likely to be able to diagnose and guide directly each child's acquisition of a personal learning strategy. She can, within her own discipline, provide elements of content, learning molecules, for which there are specified goals and which a child is capable of mastering. Implicit in the educational goal of helping the student to develop his own learning strategy is the emphasis on independent study and self-instruction. For younger FLES students,the inculcation of responsibility for his own learning is not farfetched and is complicated only to the

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[22] *Bruce R. Joyce. "The Emerging Elementary School as a Setting For Foreign Language Instruction," New Dimensions in the Teaching of FLES, ed. by Andre Paquette (New York: ACTFL and the Indiana Language Program, 1969), p. 28.*

extent that it requires the FLES teachers ceasing to be the students' sole contact with the language. An isolated FLES teacher might find it difficult to manage the task of preparing quality material for individual study. She can manage, however, simple performance criteria for young students who can work on their own with tape recorder-picture combinations or the language master.

The proliferation of media and learning centers is a supporting influence for independent study and individualization of instruction.

INQUIRY. The inquiry method is an innovation only by emphasis. It did not appear upon the scene last year and we can expect to be engaged in problem solving for some few years to come. There have been some attempts to provide a formula for inquiry, but problem solving tends to remain a very individual procedure. "...the problem-solving process is not a cut-and-dried sequence of steps executed in the orderly manner of the pre-established program of a computer...Creative thinking of scientists, like that of other creators is often a wild and even chaotic process, whose history is retrospectively tamed and rectified so as to fit better the stereotyped image of rational scientific thought."[23]

The inquiry method has a specific place in foreign language instruction.[24] The inductive method has proved to be superior in

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[23] *Richard S. Crutchfiels. "Nurturing the Cognitive Skills of Productive Thinking," Life Skills in School and Society ed. by Louis Rubin (Washington, D. C.: Association for Supervision and Curriculum Development, 1969), pp. 64-65.*

[24] *An article on the inquiry method appears in the 1966 AATF FLES report, FLES and the Objectives of the Contemporary Elementary School.*

the teaching of morphological and syntactical concepts. This upsets the traditional procedure of teacher explanation of the rule and then student application of same on a series of practice exercises. In the inductive method "the teacher asked open-ended unanswered questions which prompted and guided pupils in making discoveries. In essence, the teacher's function was that of a catalyst, insuring that learners engaged in the process of inquiry and supporting and guiding them in understanding and communicating their perceptions without assuming the stance of an authority figure."[25] This study involved with grade students but the inquiry method is applicable to much younger FLES students.[26]

PROGRAMMED INSTRUCTION, CAI. The use of programmed instruction, another way of dealing with individual differences, was examined in the 1966 AATF FLES Report. There have been very few programs designed for FLES and the impact of programmed instruction in this area has been slight.

Computer assisted instruction (CAI) is a variation of programmed instruction which has been used with all age groups, including preschool children. It is a refinement of PI since it offers the student a number of options, analyzes his errors and provides alternate material depending on the type of mistakes made. It allows

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[25] Malcolm F. Rizzuto. "Experimental Comparison of Inductive and Deductive Methods of Teaching Concepts of Language Structure," Journal of Educational Research, 63 (February, 1970), p. 270.

[26] "The Productive Thinking Program" from Berkley, California, is a series of booklets (self-instructional) used to develop thinking skills in 5th and 6th graders. The problems involve mysteries and puzzles.

trial and error learning and rewards exploratory behavior. CAI satisfies "the need to provide for the student a set of congenial options while at the same time ensuring that under all options the student will ultimately acquire the skills he should have."[27]

This is certainly the most impressive piece of new "hardware" which has applicability to the elementary school. Since its use does not necessarily require reading ability, it would offer wide possibilities for use in the self-instructional mode of a FLES class.

EARLY CHILDHOOD EDUCATION. Because of the emphasis on developing cognitive skills in the very young and the trend toward early childhood education, FLES programs beginning in the third and fourth grades may be pressed to develop a readiness course for pre-FLES students. This opportunity to work with the child who is at the peak of his immitative ability would require no shift of goals. The introduction of the new sound system of the second language could be the responsibility of the team of foreign language specialist and the primary or nursery school teacher, the specialist providing the live model and reinforcing tapes and records, and the primary teacher designing the activities in which the language would be used.

ACCOUNTABILITY. The establishment is under fire. Business has its sights on a new market and its big guns are trained on their competition--the educational system. Those in the

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[27] Peter S. Rosenbaum. "The Computer as a Learning Environment," Foreign Language Annals, 2 (May, 1969), p. 461.

marketplace claim that, for less money, they can do a better job of helping children learn, and they are setting out to prove it. The word is "Texarkana." This city's contract with business to raise the achievement level of potential drop-outs has set a pattern being followed in Detroit, Portland, San Diego, Dallas, and Philadelphia. Dorsett Educational Systems will receive $90 per student for each grade level he advances within 80 hours of instruction. If the student achieves in a shorter period, the company receives a bonus. If achievement requires more than 80 hours, the company is penalized. If the task requires 160 hours, the company forfeits all payment. Students work independently, using programmed material on a filmstrip-record machine. Teachers, hired, fired, and rewarded by the company on the basis of student achievement, are in a directorial capacity. Students are awarded prizes for grade level gains.

There are some who see this as the future of the educational system. "...I think that only under a threat of outside competition, will the system bend itself...Private management, operating within a budget slightly over that allocated to a traditional school, will use all of the newest methods without regard to professional restraints on teaching, whether they be architectural, union, accreditation, or what have you. This competitive model for a public program will see what can be achieved."[28]

There has not been a complete evaluation of the Texarkana

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[28] William Haddad. "Provincialism. Professionalism and Politics," Educate, 2 (Nov., 1969), p. 34.

project, but the cost-achievement relationship is reflected in a new school budgeting system.

PPBS. In an attempt to substitute reallocation of money for an increase of funds some few school districts are adopting a system of budgeting in which they account for the distribution of money by programs rather than item for item. In planning-programming-budgeting-systems (PPBS) goals are proposed for a particular curriculum area. Student achievement of the goals is evaluated at the end of a given length of time and then the significant question is posed. Is the achievement commensurate with the dollar cost of the program? The effects of this system on FLES programs can best be illustrated by quoting an administrator whose system is planning to use PPBS this year.

> *Suppose a district has an extremely advanced foreign language program, stretching from grades 1-12. It might also have a reading program that starts in Kindergarten and ends when a pupil is reading up to his ability. This could mean, that for some, a formal reading program might extend to grade 12. If it is found that not enough students are reading on a par with their ability, then a decision might be made to find funds to pay for various program improvements that might produce better results. Where to find the money? Precisely costing out the foreign language program may produce a decision that, given the amount of money spent, the results in the 1-6 part of the foreign language program are just not worth the expenditure required. Evaluation might produce the conclusion that essentially the same results can be obtained with a 7-12 foreign language program. Thus, some of the foreign language funds can be used to improve the basic reading program.*
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> *The trick, of course, is to find out just what the foreign language program is costing.*[29]

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[29] *Martin Buskin. "PPBS: Tooling Up for Transition," School Management, 13 (Nov., 1969), pp. 66-67.*

Obviously, the evaluation procedures for determining the achievement of goals is crucial in this system. Who does it? How? Assessment of goals in the affective domain would be exceedingly tricky, and certainly our goals for FLES concern attitudes, appreciation and understanding.

PROCESSES AND GOALS. A poll of a large number of foreign language students made for the 1968 Northeast Conference Report revealed that the type of foreign language teacher they most sought was one "who understands us."[30] Human relationships are especially vital to children. True, they learn only what they want to learn, but their rapport with their teacher may determine whether they want to learn at all. There is legitimate concern that the hardware and mechanistic approach is taking over education, to the detriment of the complete education of the child as a human being. "What makes people human are matters of feeling, belief, values, attitudes, understandings... They are also the qualities which, in our zeal to be objective, we have carefully eliminated from much of what goes on in our public schools."[31] In the press to quantify all achievement there is the tendency to ignore or dismiss attitudes and reactions which are difficult to measure. It is these very non-quantifiable

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[30] Foreign Language Learning: Research and Development, ed. by Thomas E. Bird, (Menasha, Wisconsin: Georges Banta Company, Inc., 1968) p. 71.

[31] Arthur W. Combs. "An Educational Imperative: The Human Dimension," To Nurture Humaneness (Washington, D. C.: Association for Supervision and Curriculum Development, 1970), p. 174.

elements which are the basis of real communication. The understanding of another people is not accomplished solely by the acquisition of another language, yet we will be pressured to assess the success of foreign language programs primarily on the basis of amount of "language" learned.

Realistic, realizabel, affective and cognitive goals may be the key to the survival and strengthening of foreign language in the elementary school. May we start with these:

1. *To determine what we are trying to do in FLES, to set realistic, definite, realizable goals for achievement.*
2. *To provide, within any organizational framework, successful foreign language experiences for each student.*
3. *To aim for quality, to make each child's FLES experience something of value.*
4. *To promote FLES as an integral part of the elementary school by sharing resources, research, responsibility, and organizational patterns.*
5. *To enter into a partnership with elementary teachers to achieve the goals for the total education of the child.*

Our goals for any FLES student is that he will leave the program with quality experiences in terms of foreign language skills achieved at his own level of competence, with positive attitudes toward foreign language based on success and enjoyment, and with an appreciation and understanding of a culture other than his own.

We are told that good teachers are more concerned with furthering processes than in achieving goals.[32] Stephan A. Freeman has given us a goal which is a process. "Far more even than the mastery of the language, the chief aim of a language class is to impart, through the language, and in every possible way, the thrilling experience of real communication with other human beings."[32]

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[32] Ibid., p. 184.

[33] Stephan A. Freeman. "Let Us Build Bridges," Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids, a Report of the Northeast Conference on the Teaching of Foreign Languages, ed. by Mills F. Edgerton, Jr. (Menasha, Wisc: Georges Banta Company, Inc., 1969), p. 124.

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COMMON GOALS OF FLES AND ANTHROPOLOGY

To integrate or not to integrate foreign language at the FLES level, that is the question. Since the early days of FLES, the problem has been perceived by educators. Anna Balakian had examined it within the broader context of the foreign language teachers' certification in 1959-60.[1] Douglas C. Sheppard, reexamining the same crucial problem of certification in 1969, recalls the controversy of the time: "Is FLES to be integrated with other subject matter by a generalist as are language arts, social studies, arithmetic, etc., or is it to be taught by specialists as are music and art?" Quoting Miss Balakian's observation, "It is obvious that one or the other of these two premises will prevail," he has appraised the present situation of FLES, and reaches the conclusion that "Now...FLES is on very uncertain ground."[2]

For the past ten years, the doctrine of integration seems to have triggered more suspicion or more fear among the most sincere and better informed advocates and promoters of FLES. According to the views expressed in New Dimensions in the Teaching of FLES, 1969, "Now the tendency toward emphasis on topics in the curriculum became for a new curriculum area, like the foreign language, a kind of Scylla, looming on one side of the narrow straits, while

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[1] "Certification Requirements for Modern Foreign Language Teachers in American Public Schools - 1959-60," PMLA, 76 (May, 1961), pp. 20-35.

[2] "Certifying Teachers of Modern Foreign Languages for American Public Schools - 1969," Foreign Language Annals, May, 1970, p. 616.

the belief in integration was the Charybdis on the other side... The operation of swallowing-through-integration would go something like this: When shall we teach the foreign language? asks the principal. -We don't have time, unless we integrate it with the social studies, replies the teacher...-Oh good. Let's teach Spanish words when we're studying Mexico, and some French words when we're studying France...And, bingo, there goes your language program!"[3] *Integration would appear to be, and probably often is but a disorganizing whirlpool, a somewhat grinding, inefficient force, quite at the opposite of what it was supposed to stand for, a confident dialogue, the harmonious productive relationship between akin subjects.*

I submit that the concept of integration as far as foreign language is concerned, be reconsidered and reevaluated in the light of two new trends which become more and more prevalent on the scene of American elementary education. These are: a) the introduction of anthropology as a subject of the 5th or 6th grade; b) the reorganizing of the intermediate school under the name of "middle school," with the 5-3-4 pattern of school-grade-age-divisions, and/or a growing tendency toward "departmentalization," especially (experimented as well as valued) in the upper grades. In this perspective, the distinction of FLES taught by a specialist or FLES integrated with another, more general subject, will soon

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[3] *Chapter 2, "The Emerging Elementary School as a Setting for Foreign Language Instruction," p. 22.*

appear irrelevant.

Although "attempts to introduce anthropology, history, economics, social psychology, sociology, and even geography into elementary education are meeting with resistance,"[4] there is evidence that, very recently the teaching of anthropology is spreading and progressing toward becoming a recognized, needed subject in the elementary school.[5]

Indeed anthropology has much to contribute to general education. With "its sprawling and diversified field,"[6] its belief that "each human culture is unique, and...each must be respected as embodying the whole way of life of a people,"[7] it does enable the child to develop a broad open-minded outlook on peoples and social groups different from his; ultimately it helps him judge and treasure his own culture and society. Sol Tax states that in the end, "the question is not whether any piece of specialized knowledge is directly useful, but how the insights of general anthropology can be put to the service of society,"[8]--which can be done through educational channels.

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[4] Ibid., p. 21.

[5] In the summer of 1970, an intensive three-week anthropology workshop, sponsored by the U. S. Office of Education was conducted by the Chairman of the Department of Anthropology at the University of Iowa, Iowa City for a group of 5th and 6th grade teachers. The subject was introduced in the Iowa City Public Elementary Schools in the fall of 1970.

[6] George D. Spindler, Education and Culture, 1960, chap. 2, "Current Anthropology," p. 15.

[7] Ibid., "Cultural Factors in Community-Education Programs," by Margaret Mead, p. 489.

[8] "The Uses of Anthropology," by Sol Tax, in Readings in Anthropology, by Jennings-Hoebel, p. 419.

Early anthropologists, like Franz Boas[9] and their predecessors (like Marie Montessori, who stressed the need for "organic" relation between the "whole child" and the environment), clearly saw the relevance of anthropology and educational interests. George D. Spindler gives a long list of the topics which anthropology endeavors to cover, adding that "generalists are badly needed today to understand man and why he behaves as he does...An anthropologist carries with him the obligation to be aware" of the vast, heterogeneous mass of interests centered on man,[10] of the "paquet de relations" (in Lévi-Strauss' terms) of which he is the core and pivot. Jules Henry has investigated a "Cross-cultural outline for the Study of Education" (1960)[11] which is partly based on field work done in American elementary schools.[12, 13]

In their mention and definition of groups' sociocultural

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[9]Who devoted one whole chapter to the subject in his book: Anthropology and Modern Life, New York, W. W. Norton and Company, Inc.

[10]G. Spindler, op. cit., p. 16.

[11]Title of his article in Current Anthropology, 1960, I, pp. 267-305.

[12]For more information, as well as bibliography, cf. in G. Spindler, Education and Culture, the two chapters entitled "Current Anthropology" and "Anthropology and Education: An Overview."

[13]Education and Culture, is one of the twenty basic books the reading of which was recommended to elementary school teachers getting ready to teach anthropology in 6th grades of Iowa City schools, with emphasis on the following five:

Chance, N., The Eskimo of North Alaska, Holt, Rinehart, and Winston, 1966;

Cone, C. and Pelto, P., Guide to Cultural Anthropology (Rev. ed. 1969, Scott, Foresman, and Co.;

Harmel, E. A. and Simmons, W. S., Man Makes Sense, Little, Brown, and Co., 1970;

Oswalt, Wendell H., Understanding Our Culture, an Anthropological View, Holt, Rinehart and Winston, 1970;

Read, Margaret, Children of Their Fathers: Growing Up Among the Ngoni of Nyasal, New Haven, CT., Yale University Press, 1960.

dimensions, all anthropolgists include language. They speak of "changes in language through time, the influence of language on forms of thought and feeling"[14] and "man's traditional interest in cultural process and in language."[15] Margaret Mead points out "the complexities of his languages" together with the nature of his culture and how to study them.[16] Drawing a tableau of his philosophy of education in the last two chapters of Tristes Tropiques, Claude Lévi-Strauss, reminds us bluntly of the position occupied by language as a key to man: "Whoever says 'Man,' says 'Language,' and whoever says 'Language' says 'Society'."[17]

Anthropologists rarely use the word "foreign," they rather speak of "comparative education," they study education as "cultural transmission cross-culturally." Although not specifically mentioned as such, we feel that foreign languages, however a subject still somewhat untamed and a bit frightening in the minds of many, are implicity comprised in the pursuit of those studies. A diplomat educator is urgently needed to bring out and reinforce the already existing rapprochement.

If anthropology is that multisided discipline and the only one to deal at the elementary school level with foreign cultures (with the exception of a little geography of countries other than the United States which is taught in the sixth grade), and if

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[14] Spindler, p. 15.

[15] Ibid., p. 54.

[16] "Anthropology and an Education of the Future," p. 5, in Readings in Anthropology, op. cit. in note 8.

[17] Tristes Tropiques, translated by John Russel, Hutchinson and Co., Ltd., London, 1961 (Paris, 1955, Plon), p. 389.

anthropology is to become a more and more essential subject, cannot we then consider it, I submit, as the integrating subject par excellence when the integrated is foreign language? Is it not the one with which foreign languages would feel most congenial, with no risk of handicapped rivalry (as it is with English, for instance) and would constitute a somewhat natural illustration or outcome, not marginal but occupying their own, recognized place in the curriculum? Cannot we visualize, in other words, three or four half-hours of the four or five weekly periods being reserved for each of the two elements of this twin program; and an instructor using their teaching of Spanish language or the French as a means to help children approaching another important foreign culture, even if the children are studying in the course of anthropology proper, the social organizations of the Mexican Indians or the Eskimo of North Alaska.[18] *The teacher would not just teach "a few foreign words," rather what she would teach would be the beginning year of a long sequence foreign language program, which obviously would have to be followed with more years in order not to defeat its own purpose. Such a teacher would be equipped with some sort of double major,--or rather we can imagine universities making it feasible for students to get a new special degree, a bachelor combining arts and social science, BASS. The learning and confrontation of three cultures is a fruitful anthropological situation which has been highly recommended by Margaret Mead. And it is*

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[18] *They seem to be required studies in any anthropological course for beginners.*

not paradoxical to say that French and France, for example, would become much easier for pupils who had broken the foreignness barrier by learning about Eskimos. Let us observe finally that our sophisticated sixth grade children would not miss the point, they would know sooner or later, implicitly or in full awareness, that at the end it is their own culture which is at stake and it is their own society and language which they are getting more closely acquainted with.

The second trend which presently pervades the elementary school and will greatly facilitate the teaching of a foreign language in the fifth or sixth grade, is the replacing of the junior high school years by the "middle school" cycle of three years in the sixth, seventh and eighth grades. Administratively speaking, the former belongs to "vertical organization," the latter to the "horizontal," but for all practical purposes concerning the teaching of foreign languages, they result into the same situation, which is a "greater specialization in both training and performance of teachers,"[19] providing more specialists for the subjects taught. A normal six-year sequence language program could thus be envisaged.

This would not mean, however, that such a program should be rejected into isolation, placed again among the unrelated strange, foreign matters. Whether the teacher of anthropology will be capable of conducting also a foreign language class or not (and obviously the latter will prevail for a few more years), the greatest chance

[19] New Dimensions, chapter 4, "Goals and Trends of Administration, Organization, and Supervision in Elementary Education," pp. 48-49.

for the foreign languages to shift from tangential to basic subject, to gain the status of an unquestioned permanent topic of curriculum, is for them to remain linked with anthropology. Having common goals, indeed they could also share common returns.

This is not to overlook the difficulties inherent to the learning of the foreign language skills. With a couple of workshops, books to be read, and a little effort, social studies teachers can be turned into acceptable anthropology teachers. French, German, etc. are difficult. This, however, will be almost forgotten once the enormous obstacle of justification and motivation is removed. When the foreign languages will have the envisaged integrated position in the curriculum, thus bearing the sure sign of a once for all well-accomplished operation justification, short-range objectives will be kept in their own little place for the benefit of the long-range objectives, the real ones. No educator will any longer dare question the language contribution to child personality growth and to better ways of getting acquainted with foreign cultures.

When foreign language has achieved this ultimate purpose in elementary or middle education, FLES, as we have known it for the past fifteen years will be no longer "on uncertain grounds."[20] It will simply have ceased to exist. But its death will be a happy, significant one, bringing about a true rebirth, that of a long-lived foreign language program in our schools.

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[20]Cf. last line of first paragraph.

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IN THE FLES CLASSROOM -

A CHANGE IN APPROACH

Children obliged to reside in a foreign country make remarkable progress in the new language for at least one very good reason: to be unable to speak means exclusion from the activities of the other children. Their motivation for learning language grows from a desire to talk with their peers about the things which interest them.

While it is not possible, of course, to duplicate in the usual American classroom a situation similar to that of a single English-speaking child surrounded by other-language-speaking peers, a portion at least of that type of motivation for learning language can be conserved by providing opportunities for children to talk about themselves and their interests. Experienced FLES teachers who have worked with their children of wide ranges in age and ability have employed a variety of techniques for stretching language-learning tasks to fit the class and its individual members. Many of their techniques which are described in the following pages deserve consideration by the teacher searching for ways to get children to express themselves using the language patterns they have learned.

1. During a brief warm-up period, the teacher makes announcements, asks questions or directs children to ask each other questions about the "news of the day" at school or in the personal lives of the classmates. Topics such as school sports, musical

programs, birthdays, accidents, illness, family trips, and the birth of baby brothers or sisters can be included. By the questions he asks or directs children to ask, the teacher is able to guide the children in the use of language patterns already learned.

2. *The teacher picks up an article from a child's desk, comments upon it, and asks several questions about the article: What is it? Whose is it? Is it yours? Robert's? Your father's? Do you think Robert's....is pretty? Does it come from Paris? etc.*

As variation on this, children are asked to bring in a souvenir, a favorite toy or anything they are proud of and would like to share with the class. The things they bring are used to cue questions similar to those suggested above.

As still another variation, children are asked to wrap or carry in a paper bag the items they bring. Each child in turn has the opportunity to stand in front of the room while his classmates are allowed "ten questions" in their attempt to guess what he has brought.

3. *The teacher brings, or the children are encouraged to bring, pictures of sporting events or outstanding sportsmen and women in the target culture. A map is used to show where the event takes place. The teacher asks questions about which members of the class or their brothers, sisters, parents, cousins, etc. participate, also in that same sport. Questions about seasons when the sport is played, about sites where it is played,*

about the children's relative skills at the sport, humorous comparisons with experts or trained animals (accompanied by pictures from magazines and children's books) can be injected into the conversation.

A variation on the "sport-centered" conversation is a "fashion" or "clothing-centered" conversation accompanied by appropriate pictures and questions about favorite types of clothing, favorite colors, appropriate dress for specific occasions, sizes, modern clothing versus clothing of other periods, famous clothing designers, care of clothing, etc.

Not to be overlooked is the younger generation's interest in (and sometimes remarkable fund of information) about space exploration. French magazines such as Paris Match and L'Express, the equivalents of our Life and Time, serve as sources for not only suitable pictorial material but also their texts carry all the vocabulary needed by the teacher for discussing space exploration as new events and phases develop.

4. The drawings of talented children in the class, particularly those children who tend to be shy or more reticent about speaking are used as the cues for class conversation. The drawings may illustrate a school event, a well-known local monument or site, a member of the child's family, a pet, a toy, a hobby etc. The child might be encouraged to join in the conversation by identifying portions of the drawing.
5. Children exhibiting musical talent are asked to lead the singing of songs of the target culture or to accompany

the singing on their instruments.

6. Children's books imported from the country of the target culture are generally too difficult to be read by the children. This does not preclude the use of their pictures, however. Children in FLES classes can become familiar with the books and characters known to children of the target culture with the teacher giving just a few short sentences and asking questions about each picture. Large pictures can be held up for all to see; smaller pictures can be used on the opaque projector. Well-known characters with an appeal for children, such as Snoopy and Charlie Brown need not be disregarded as unrepresentative of the target culture. Indeed Snoopy and Charlie Brown have now acquired, through translation, a following in other countries.

7. The voices of children in the class are recorded on tape outside of the class. As each tape gives clues as to the child's identity, the other children try to guess his name.

   A similar "guess who" game can be played without prerecording if children have acquired sufficient fluency to describe orally or are able to write down physical or personal characteristics of a classmate. As one child reads or recites the description of the classmate, the others in the class attempt to identify him.

   Descriptions may be given in entirety before the other children are asked to guess or "points" may be given to

the child for each clue that he gives before the answer is finally guessed correctly.

8. Portable telephone sets using "live" telephones can be set up easily in the classroom. While one child operates the switchboard, another child places a call to a classmate. Depending upon the amount of practice the children have had with this kind of activity the conversation may be a memorized one, an adaptation of a previously memorized one, a "free" or a "directed" conversation.

Just as the talents, experiences, and interests that the children bring to the FLES classroom can be of aid in arousing motivation for learning, so the talents, skills and knowledge of other members of the teaching staff can help the FLES teacher to increase the efficacy of his lessons. By coordinating at least some of his efforts with those of the classroom teacher and of other subject matter specialists, the FLES teacher demonstrates the interrelatedness of foreign language study and other areas of the elementary school curriculum. Such coordination reinforces children's learning and creates a salutary classroom atmosphere by giving evidence of a good professional relationship between the FLES teacher and other teachers.

Enlisting contributions of other teachers or coordinating the FLES lesson with other subject matter may be planned or spontaneous. The experience of several FLES teachers has suggested various ways of integrating their efforts with those of colleagues.

1. *The FLES teacher continues the activity he finds in progress upon arriving in the classroom:*

   a. *If the overhead projector is being used for the math or science lesson, the FLES teacher continues a part of the math lesson in the target language.*

   b. *If the opaque projector is set up for a social studies lesson, the FLES teacher, aware of this in advance, has brought additional pictures relating to the subject as it concerns the target culture. (This implies cooperative planning by the FLES teacher and the classroom teacher.)*

   c. *If the record player or tape recorder is being used for a social studies or music class, the FLES teacher selects appropriate related recordings in the target language for use on that day.*

   d. *When children are studying definitions of words, the FLES teacher may select the list of those words deriving from the language the children are studying. The children gain satisfaction from seeing word relationships between the two languages; particularly, if the children have already learned the word in the target language and are themselves able to find the foreign word from which the English word derives or vice versa. It is important that the teacher show how the word has changed in usage or meaning in crossing from one language to the other.*

   e. *Social studies lessons provide many possibilities for*

a tie in with FLES. Mention of geographical locations, the production of crops, the manufacture of goods, people or events in past or current history cue the FLES teacher to demonstrate the counterparts, similarities and contrasts in the target culture.

2. While it is possible sometimes, as demonstrated above, to relate FLES to other material in the curriculum with spur-of-the-moment activities, better integration as well as other advantages are realized when FLES and other subject teachers plan together. The learning climate of the classroom is greatly enhanced when cooperation among members of the teaching staff and mutual respect among colleagues of contributions of each other's knowledge and skills are evident to the children. Moreover, the classroom teacher's feeling of "exclusion" from the FLES lesson and the difficulties arising from this source are forestalled.

   a. The FLES teacher welcomes, even seeks from the classroom teacher, additional information which he has to offer on the customs, geography, history, etc. of the target culture. The classroom teacher's source of information might be his own personal experience in traveling in countries where the target language is spoken, or books and articles he has been reading. The FLES teacher might even mention casually to the classroom teacher from time to time relevant reading material.

The children accept the lesser skill of the non-specialist in foreign language just as easily as his lesser skill in art and music for which he has a specialist teacher also. Thus, exchange between the classroom teacher and FLES instructor is possible even if the classroom teacher's skill in the language is minimal (or even if he has been learning with the children), provided that he is not made to feel that nothing short of perfection is acceptable. The FLES teacher may even help the classroom teacher to learn to say a few short sentences for the purpose of such exchange during the lesson. The willing classroom teacher can even be taught, one or two at a time, some of the short phrases necessary for the conduct of daily routine.

b. *In presenting dialogues for the first time, the classroom teacher may act out the role of one character as the FLES teacher portrays the other role (s).*

c. *The collaboration of the art teacher is well worth seeking. Good pictures of scenes, monuments, famous paintings and drawings, etc. are lent to the art teacher who suggests to the children different kinds or creative effort to be inspired by the pictures. A double benefit accrues from the activity if the children's productions are brought back to the FLES class for comment and discussion.*

Children may also be asked to sketch their interpretations as they listen to a short story or description recounted by the FLES teacher.

d. The underseas explorations of Jacques-Ives Cousteau, as well as the work and discoveries of Andre Ampère, Marcellin Berthelot, Louis de Broglie, Pierre and Marie Curie, Louis Pasteur are common territory to FLES and science lessons. In the same way that the participation of the social studies teacher is invited, so the collaboration of the science teacher is solicited.

e. The singing of songs of the target culture is almost a traditional part of the foreign language class. There are some foreign language teachers, however, who hesitate to teach songs because they feel incompetent musically or vocally. Records and tapes have helped these teachers to some extent, but some of the problems are not overcome by the use of recordings. The key in which song is sung on the recording may not suit the students. The help of the music teacher may be needed for teaching the harmony of some songs, and, of course, it is always more fun to sing to the accompaniment of some instrument.

f. Music and scenery, contributions of the music and art departments, are a part of almost any school assembly program. The theme of the program may center

around the science, history, literature, language, art, and music of the target culture, or it may combine two or more of these.

School assembly programs elicit wider interest when they combine the efforts and talents of many people; furthermore, there is probably no better way of helping children and colleagues to feel that FLES is indeed an integral part of the elementary school curriculum.

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Section II

ALTERNATIVES IN TRAINING FLES TEACHERS

What are some commonly agreed upon bases for the training of FLES teachers? Fluency in the foreign language, ability to teach the foreign language, and an understanding of young children are undoubtedly three unquestioned considerations. But beyond these, many new and challenging ideas for the preparation of the FLES teacher of today must be added.

The authors of the first article deal with the college program for developing FLES teachers with a broad background of varied course work which will prepare them linguistically, culturally and pedagogically.

The authors of the second article delve into the realm of overcoming teachers' fear of machines. It provides a sourcebook approach to the uses, costs, advantages and disadvantages of the many types of audio-visual equipment needed by the neophyte FLES teacher and the teacher of long experience.

Stressing the need for on-the-job training of FLES teachers, the authors of the third article point out that the goal for such training is self-evaluation and self-improvement, for training should be a continuous process with ever-increasing involvement of the participants.

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THE PREPARATION OF THE FLES TEACHER

FLES - an acronym standing for "foreign languages in the elementary school" is a term with nearly as many interpretations as there are school districts offering foreign language study in the elementary school. In the past, foreign language instruction has been generally thought of as a secondary school subject. In this context certain similarities may be found among the thousands of schools offering foreign language study. Among the most common are the following:

1. a fixed sequence of study from 2 to 6 years;
2. daily class periods, generally 40 to 50 minutes in length;
3. instruction given by a certificated, trained foreign language teacher.

Within these three common factors, perhaps the most variable component is the certificated teacher. It must be remembered that "certificated" does not necessarily imply qualified. Certification of a teacher is usually measured by the number of units that the teacher has taken in order to comply with state requirements to have a teaching credential issued. In the field of specialty, in this case foreign language, this factor varies considerably, from as low as 18 semester hours to as high as forty hours. No matter what the number of units is, it is no guarantee of quality in performance, although it is assumed that the greater the number of hours, the greater the quality.

Whereas, there is ease in identifying the common factors of a secondary school foreign language program, this does not apply to

the foreign language in the elementary school (FLES) programs as is evidenced in the following chart prepared by Lester W. McKim:

TEACHER	MATERIALS	TIME	STUDENTS
CRT with FL training teaches her own class	Published commercially	Daily	All students, district-wide, regardless of ability
One of CRT team with FL training teaches FL to all children taught by the team	Prepared by a team of local FLES teachers	One to four times a week	Enrichment for academically talented students, district-wide.
CRT with FL exchanges classes with CRT without FL training	Prepared by the FLES teacher	Periodic: alternating weeks, months, semesters	Inclusion in program by school choice within the district
Itinerant FLES specialist teaches with or without CRT help		Instruction periods of from 15 to 55 minutes	Inclusion in program by classroom teacher choice within each elementary school in the district
Television		Instruction sequence of from a few weeks to several years	

CRT=Classroom teacher[1]

With such diversified programs in existence, it is no wonder that the FLES movement and teacher-training institutions encounter great difficulties. It has often been stated that colleges and universities have failed to establish special programs for the

[1]McKim, Lester W. "FLES: Types of Programs." ERIC: Focus Reports on the Teaching of Foreign Language, MLA, New York. (to be published.)

preparation of the FLES specialist. Theodore Andersson states the problem as: "The greatest single obstacle to the growth of the FLES movement is the shortage of qualified teachers. This fact has emerged from every study. The deficiency is both quantitative and qualitative: there are not enough teachers and too many of those who do teach are not fully qualified."[2]

Mildred R. Donoghue while discussing the growth of FLES programs refers to some serious problems, namely: "...the most critical problem in the establishment of modern language programs for young learners remains the matter of finding an adequate numbert of good teachers. It is a dilemma that cannot and must not be resolved by hiring uncertificated outsiders as teaching personnel, for FLES is an integral part of the elementary curriculum and merits the same consideration in qualified teacherr as do reading and other skills."[3]

Looking at the problem from the certification point of view, the Foreign Language Education Center of the University of Texas at Austin recently compiled a questionnaire from the state education departments in an attempt to determine the current procedures and policies for the certification for foreign language teachers for elementary schools. The report is summarized by three conclusions:

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[2]Andersson, Theodore. Foreign Language in the Elementary School: A Struggle Against Mediocrity, University of Texas Press: Austin and London, 1969, p. 171.

[3]Donoghue, Mildred R. "The Most Critical Problem in FLES," French Review, Vo. xlii, No. 1, October, 1968, p. 86.

1. There is a lack of any united effort on the part of the colleges or universities to produce foreign language teachers for the elementary school. Moreover, there is no standard pattern concerning the nature of requirements indicated by the state departments of education which would give any clues to directions to be followed for the preparation of these teachers.
2. Even in those states where certification of FLES teachers is possible, a low foreign language requirement and/or the failure to require courses in professional preparation for FLES teachers tend to permit certification of candidates who could not be considered qualified in the professional sense of the term.
3. Although some states now require the Modern Language Association Foreign Language Proficiency Test as a means to determine qualifications for certification, the tendency toward the establishment of this type of certification is not rapid enough to be considered a trend.[4]

This is not a new problem. In 1963, Theodore Andersson argued the status of foreign language teacher education, challenging the profession to decide whether it wanted certified or qualified teachers. He recommended that "teacher-preparing institutions and state departments of education should in cooperation completely revise procedures

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[4] Michel, Joseph and T. Bruce Fryer, "FLES Certification: A Lack-of-Progress Report," Hispania, September, 1970. (to be published).

for the preparation and certification of teachers by basing a teaching license on demonstrated proficiency, however, this proficiency may have been acquired."[5]

It is also noteworthy to point out at this time the lack in numbers of institutions training FLES teachers. According to the "Reports of Surveys and Studies in the Teaching of Modern Foreign Languages," only six colleges of 758 institutions reported the preparation of FLES teachers only and 184 reported training FLES teachers as well as secondary school teachers.[6] This is deplorable when one considers the number of FLES programs in existence. In 1968, a survey by Edith Allen revealed only four large city school systems out of 45 surveyed had no foreign language below the ninth grade and almost half of the districts reported foreign language instruction beginning below grade 9. The previous year in 1967, the NEA reported that foreign languages were offered to elementary school students by approximately 95% of the large public school systems with 100,000 or more students, 75% of the average school systems with 50,000 to 99,999 students, 60% of the low average school systems with 25,000 to 49,999 students and by 50% of the small school systems located in towns with a population of 12,000 to 24,999 students.[7]

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[5]Andersson, Theodore. "Do We Want Certified Teachers or Qualified Ones?" Modern Language Journal, Vol. XLVII, 1963, p.231.

[6]Childers, J. Wesley, Barbara Bell, and Harry Margulis. "Teacher Education Curricula in the Modern Foreign Languages," Reports of Surveys and Studies in the Teaching of Modern Foreign Languages, Washington, D. C.: Modern Language Association Foreign Language Program Research Center, 1961, p. 154.

[7]"NEA Public School Programs and Practices: Foreign Language Programs." NEA Research Bulletin, No. 45, December, 1967, p. 113.

An examination of teacher-training programs for the preparation of the foreign language elementary school teachers reveals to the professional educator that these programs do not sufficiently prepare a teacher in his field of speciality. Programs of study reflect the number of units required in major and minor fields as mentioned earlier. Courses offered include the usual language courses in conversation, composition, and literature with little or no emphasis on language acquisition and learning theories, linguistics, methodology, or child literature. Many of the advanced literature and culture courses include the medieval authors whose language the teacher will never have occasion to use and which, if taught to the students, the students will more than likely never have occasion to use since it is archaic and literary rather than current and conversational. An examination of a typical institution gives more detail to the discussion:

Beyond the customary elementary courses in French, German, Russian, or Spanish, 25 hours are required:

Intermediate level (3rd & 4th courses in the language, developing all skills)	6 semester hours
Conversation and Composition	7 semester hours
Introduction to Literature	6 semester hours
Civilization or Culture (Contemporay)	3 semester hours
Choice of one or more (depending on student)	
Linguistics (including Phonetics);	3 semester hours
Advanced Conversation;	3 semester hours
Advanced Composition;	3 semester hours
Teaching Modern FL in the Elementary School.	3 semester hours

Such a program does not provide for mastery of the language nor the

professional training required of the teacher in order to understand fully all dimensions necessary to teach the language. In addition, this program outlines the requirements for a major. Therefore, if the major receives only a passing knowledge of the language, then the minor must receive just a rudimentary knowledge. Once the student has completed these requirements and his professional development courses in education, he may become certified by the state department of education and may embark on his foreign language teaching career without having to prove his proficiency in the language.

This is, nevertheless, only part of the problem. As was mentioned earlier, there are several types of FLES teachers. The above program is designed for the foreign language elementary school specialist, but most institutions prepare the elementary school generalist. With the current disappearance of the foreign language graduation and/or entrance requirements, it is foreseeable that an elementary school teacher may have to instruct her class in foreign language without having very much training in foreign language study herself. Therefore, it behooves the profession to settle for nothing less than the most highly qualified FLES teacher, one who is capable, proficient, and understanding of the child.

Ideally, many foreign language professionals have felt that the best foreign language instruction in the elementary school is through the regular classroom teacher with quality preparation and training in the foreign language. Mary Finocchiaro wrote "In a few years, this suggestion should present no problem, since many

colleges and their school systems will undoubtedly require that prospective elementary school teachers know at least one foreign language well."[8] This statement is most optimistic and since it was written not only has this "skilled teacher" not been produced in any significant numbers, but there is still a great deficiency in qualified foreign language elementary school specialists. The teacher is the key to successful foreign language instruction in the elementary school. In order to determine the preparation of this individual, it is necessary to examine the construction of an "ideal teacher." A group of FLES specialists in 1961 drew up the following statement which was subsequently endorsed by the MLA:

> "Ideally, he (the teacher) should be an expert in the foreign language he teaches with near native accent and fluency and also skillful in teaching young children. Few teachers are currently expert in both areas. If a teacher's foreign language accent is not good, he should make every effort to improve it. Meanwhile, he should rely on discs or tapes to suppy authentic model voices for his pupils. But since language is communication and a child cannot communicate with a phonograph or tape recorder, no FLES learning can be wholly successful without the regular presence in the classroom of a

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[8] Finocchiaro, Mary. Teaching Children Foreign Language. McGraw Hill Book Company, New York, 1964, p. 11.

living model who is also an expert teacher. The shortage of doubly-skilled teachers is the most serious obstacle to the success of FLES. To relieve this shortage, every institution that trains future elementary school teachers should offer a major in one or more foreign languages."[9]

A future teacher's preparation can be broken down into three major segments 1) Academic Foundations; 2) Subject Field Concentration (major and minor); and 3) Professional Preparation. Although these are the concern of the teacher-training institution, the certification board plays an important role in the determining quantity, proportion and quality of the components and of the instruction itself.

Before a candidate is admitted to the program, he should be carefully screened and interviewed along specific criteria including character, personality, and attitude. This preliminary phase is perhaps best described by Theodore Andersson: "If a competent committee or board is convinced that a student applying for a teacher-training program cannot reasonably be expected to win the recommendation of the institution's council on teacher education, it should discourage the applicant."[10] *He goes on to say that in areas of doubt, a trial or probation period is possible, but that a final screening should take place at the end of the teacher-*

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[9] *Publications of the Modern Language Association of America, Vol. LXXVI, No. 2, May, 1961, pp. vi-vii.*

[10] *Andersson, op. cit., p. 178.*

training course, and if found necessary, "such a student must then, firmly if regretfully, be eliminated."[11]

The academic preparation of the student should cover the equivalent liberal arts education as is found in the B. A. or B. S. degree. This background is essential for the teacher in meeting the many varying demands of the classroom, the public school, and the community. Specialization in a field is only one aspect of teacher education and a strong academic preparation should enable the future teacher to function competently in diverse situations.

No less important is the subject field concentration. It is in this area that the student shall acquire the necessary knowledge, proficiency, and competence in the chosen language field, including the four skills of comprehension, speaking, reading, and writing. Of equal importance as the skills, is the student's background in the culture and civilization of the country whose language is being studied. This should then be rounded out with a good overview of the literature of the country, especially contemporary literature and most important, its child literature. Here too, linguistics cannot be neglected for the study of linguistics provides the student with knowledge of the structure of the language. A course in practical phonetics is an invaluable tool.

The final phase of the student's education is his professional preparation sequence, but based on proper academic foundations and

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[11] *Ibid.*, p. 178.

high proficiency in the language. Professional preparation should be extensive and all-inclusive, giving the student both theory and practical application, allowing him to understand and apply the skills he has worked so hard to master. In this stage of his career, the student should know the American educational system as it is within the educational framework that he will shortly enter. This should include, its history, its development, its function in society and above all general and particular theories of education. Such information can be acquired through courses in history and philosophy of education. The psychology of learning is no less important. Stress must be placed on child learning, child growth and development, and certainly child language and language acquisition. Nor can this preparation neglect the science of evaluation such as tests and measurements.

With this theoretical information available to the student, he is able to acquire and apply practical knowledge and experience, through a course in methods and materials. Here the student studies the various theories and techniques associated with language teaching, including lesson preparation, class motivation techniques, disciplinary tactics and many other items associated with classroom teaching and management. In addition to the study of texts and materials, the student must become knowledgeable in the use and application of multi-media related to foreign language teaching which should include, apart from the usual audio-visual equipment, the use of the overhead projector, transparencies, audio-notebooks, video-tape recording, dial-access, listening posts, preparation and availability of materials and realia. Because of

the vast amount of preparation required, it would be beneficial to have this area covered by two separate classes, one associated with methodology and techniques of teaching, the other with a study of multi-media. In conjunction with such courses, the student should be able to visit schools and observe teachers who are actually engaged in teaching language to children.

Finally the culmination of the professional preparation phase is actual experience in the classroom, be it an internship program or a practice-teaching experience. Whichever is chosen, care must be taken by the teacher-training institution and the schools associated with it that this aspect of the program be in the hands of a highly-qualified supervisor and cooperating teacher--both of whom should be foreign language teaching specialists.

It is hoped that at this stage of preparation, a qualified foreign language teacher will be ready to enter the teaching world. If the screening process were carefully conducted at the beginning of the program, there should be few dismissals at this point. An additional safeguard--preferably some time during the last year--would be an objective evaluation of the future-teacher candidate to determine his proficiency in the four skills in the chosen language as well as determining his professional preparation. Standards of acceptable performance should be set through a cooperative effort between the teacher-training institution and the state certification agency. Included in the cooperation of these two bodies, is the determining of the entire teacher-education program as both must be in full agreement and both must desire to produce the most qualified foreign language teacher specialist of the elementary

school. Both bodies should also agree to accept proficiency of the candidate no matter how this proficiency was attained. This final evaluation of proficiency and professional preparation may best be determined through the administration of the Modern Language Association Foreign Language Proficiency Test for Teachers and Advanced Students, available in French, German, Italian, Russian, and Spanish.

Once an institution has developed the teacher preparation program, it must constantly evaluate to determine needed areas of improvement. It must be willing to carry out studies regarding its effectiveness and it must constantly cooperate with its local school system for the practical experience needed by the future teachers, as well as with the state certification agency to determine areas of improvement.

Moreover, within the institution, the preparation of the FLES specialist must be a cooperative effort of all departments, the language department, the colleges or departments of education, the linguistics department and any other departments, schools, or colleges as may teach courses related to the preparation of the foreign language teacher at the elementary school level.

Now that the student has successfully completed his training in all areas and has been granted his teaching certificate, he is ready to enter the professional world of teaching. If the program has been successful, he will be a professional, since professionalism will have been instilled in him since he first entered his chosen field.

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Paquette, André. (Modern Language Association of America) Guidelines for Teacher Education Programs in Modern Foreign Languages--An Exposition. National Federation of Modern Language Teachers Associations: New York, 1966.

Parker, William Riley. The National Interest and Foreign Languages: A Discussion Guide, 3rd ed. United States Government Printing Office: Washington, D. C., 1961.

Sheppard, Douglas C. "Certifying Teachers of Modern Foreign Languages for American Public Schools--1969," Foreign Language Annals, Vol. 3, No. 4, May, 1970.

THE FLES TEACHER AND AUDIO-VISUAL EQUIPMENT AND MATERIALS

In view of the increasing number of excellent publications available to the foreign language teacher it is becoming difficult to do more than call the attention of the uninitiated to the extant literature and, hopefully, to summarize and comment in a way that may bring additional insights to those already conversant with the field.

The publication of the Britannica Review of Foreign Language Education, particularly in chapter 11 (pp. 311-341) prepared by James W. Dodge, provides an excellent overview of the status of machine-aided language learning to the present day.[1]

The 1969 Reports of the Working Committees of the Northeast Conference[2] is a record of illuminating discussions of achievements and frustrations attending the use of audio-visuals.

At a more functional level, Mildred Donoghue's invaluable compendium on FLES, going beyond the discursive state, describes techniques and lists specific "packages" available from publishers and distributors.[3]

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[1] Emma M. Birkmaier (Editor), Britannica Review of Foreign Language Education, Vol. 1, 1968. For a briefer account see Elton Hocking's "Technology in Foreign Language Teaching," The Modern Language Journal, Vol. LIV, No. 2, (February, 1970), pp. 79-91.

[2] Mills F. Edgerton (Editor), Sight and Sound: the Sensible and Sensitive Use of Audio-Visual Aids, 1969 Reports of the Working Committees, Northeast Conference on the Teaching of Foreign Languages.

[3] Mildred R. Donoghue, Foreign Languages and the Elementary School Child, Dubuque, Iowa: William C. Brown, 1968.

A review of such basic documents, as well as other publications, suggests few variants on the standard equipment used. Nor is the list of innovative "soft ware" impressive. We assume that creative variations in the use of such materials is standard procedure in many classrooms. Unfortunately, the individual teachers reluctance to record and disseminate, results in little reporting of such activities in the professional journals.[4] Even at this point in time, a persistent reluctance to cope with and dominate the machine may be responsible, at least in part, for the lack of acceleration in the development and use of all types of audio-visual aids.[5] Teacher needs for better equipment and materials are expressed with no great conviction; insufficient concerted effort is invested in the structuring of materials and the description of effective techniques. On the other hand, commercial houses are under no great pressure. With no obvious talent pool on which to draw for program designs and with only a minimum market insured, they are more than reluctant to gamble on costly production.

And yet, there are increasing indications that the market for

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[4] Bland and Keislar's "A Self-Controlled Audio-Lingual Program of Children," French Review, Vol. XL, No. 2 (November, 1966) is a good example of an ingenious but simple idea, which because it it has been carefully described in a publication can serve as a model for replication or adaption. Likewise, more recording of "Demonstrations" such as outlined in the 1969 Reports of the Northeast Conference would provide a model and a stimulus for comparable activities.

[5] Although Dodge (see above) reports figures which are impressive as to the use made of various media in Table 1 (p. 313), Table II (p. 315) indicates that there is little desire for the acquisition of new media among those for whom such are not already available.

new equipment and appropriate materials is changing both in kind and in scope. The gradual loosening of prescriptions as to what is the proper sequence for teaching the several language skills as well as increasing speculations on the viability of a multi-skill, multi-sensory approach are beginning to have repercussions at the FLES level.[6] Earlier exposure to reading and writing, greater emphasis on analysis have implications for a greater proportion of FLES student being exposed earlier to a wider variety of language activities, some of which can be aided by judicious use of machines.[7]

In the area of reading, for instance, there is a wide range of equipment currently being used for developing reading skills in English and a number of tested English programs which might well serve as models for the development of comparable soft ware in the foreign language. In the second instance, the systematic study of structures (presuming preparation in the reading skill) opens up the entire area of linear and branched programs based on the model of

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[6] Our interest in a multi-skill approach is enhanced by the fact that it provides at least a first step in individualizing instruction. We are in agreement with the position stated in the 1969 Northeast Reports (p. 47): "It will always be necessary to allow for some variety of purposes in different members of a class by giving choices of material to individual students or by choosing common materials that are versatile enough for different individual ends."

[7] Introducing reading at the FLES level is discussed in an interesting study by Gladys C. Lipton, "To Read or Not to Read: An Experiment on the FLES Level," Foreign Language Annals, Vol. III, No. 2 (December, 1969). Her conclusions (p. 244) suggest not only the desirability of introducing this skill in the FLES Curriculum but, as an added incentive, providing for a number of students a way of attacking the foreign language through the mode of learning most congenial to them.

those used in English, math, and other disciplines. Equipment is also available, effective use of which is contingent on the development of programs, for mediating the gap between speech and graphic representation through synchronization of sound and visuals.

In considering equipment available commercially, we have tried to keep in mind several factors which, aside from general application, bear specifically on problems involved in foreign language teaching.[8]

1. Cost. Obviously a $10,000 prototypical model, no matter what miracles it performs, cannot be seriously considered as a teaching aid.
2. Weight. Though this is no serious consideration where permanent installation is possible, it raises serious questions as to utility where scheduling needs to remain flexible and student mobility is restricted.
3. Fidelity. This criterion is usually related directly to cost. Possibly, the degree of fidelity may not need to be as high in later states of instruction as during the initial period when the electronic model must provide maximum opportunity for discrimination with consequent, accurate mimicry.
4. Automatic synchronization of sound track with visuals (including graphics). The easier, more automatic the synchronization, the less chance for the kind of

[8]Our comments on available equipment are based on a survey of the Audio-Visual Equipment Directory, 19th Edition, 1969. Audio-Visual Association, Inc., 3150 Spring St., Fairfax, Virginia 22030.

confusion, error and frustration which discourage teachers from using the equipment and make it impractical for manipulation by the younger students.

5. Various types of control of the audio and/or visual stimuli seem particularly important in the foreign language class. Ability to stop and back-up for additional viewing and listening is a desirable feature. Instant stop and re-start without distortion is invaluable where student response is part of the procedure in using the equipment. In some cases, slowing down the sound track is also desirable to permit listening to the model at various speeds of delivery. An overview of the Audio-Visual Equipment Directory, with particular emphasis on new features and such equipment as is not in common use in the FLES classrooms, suggests the following comments.[9]

Motion Picture Projectors. We are limiting our scrutiny to 16mm and 8mm equipment as more likely to find its way in the schools. Many models are available featuring cartridge loading, continuous loop, front projection, stop motion, still picture device and reverse. Such equipment (when a few accessories are included) tends to run in the vicinity of $500.

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[9] For obvious reasons we refer to equipment by type and approximate cost rather than by manufacturer. We have also excluded from our comments such equipment as seems to have little relevance to the classroom, e.g., micro-fiche readers, duplicating equipment, etc. We should like to stress also that consideration of any equipment should be made on advice of an audio-visual specialist competent to pass judgment on the technical aspects of the machine.

There is no doubt that films are the medium par excellence for projecting authentic culture through sight and sound. A variety of commercial films are available to the teacher for different levels of instruction (see Donoghue). For a discussion of more sophisticated utilization of projector (substituting sound track for instance) see Dodge, pp. 327-328. Such companies have developed short 8mm cartridges, with or without sound, for use in the FLES classroom. These are generally effective as stimuli to guided conversation.

Learning Laboratory Systems

Because the cost of installation for laboratories and audio-teaching centers represents a major investment, we see the purchase, thereof, as controlled by administrative policy rather than by teacher request. Where such equipment is available, it can be used as effectively, though perhaps not as intensively, by upper-grade students as by secondary-school students.[10]

Several "Talking Card Readers" (around $250) provide listen-record-compare features with the possibility of simultaneous exposure to sound and visuals(pictorial or graphic). These compact devices are most useful for individual work by the students. Although little commercial material is available in foreign languages, the preparation of such materials is relatively simple and is well worth the time invested by the teacher.

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[10] The topic of the language laboratory has been studied in depth over the past fifteen years. For a comprehensive treatment, see Elton Hocking's Language Laboratory and Language Learning, Washington: National Education Association, 1964.

Television

Television has been used extensively in connection with FLES. In view of the extensive literature available on the subject, we refer the reader directly to the 1969 Reports of the Northeast Conference (pp. 99-108), to Donoghue's Foreign Language and the Elementary School Child (pp. 181-187) or to the Brittanica Review, pp. 315-321.

Video Tape Recorder

The cost of this equipment, used principally in Teacher Training programs to date, is prohibitive and utilization too complicated for classroom use. However, where such equipment and operators are available in a school system, it can be effectively used to record class activities (plays and skits in particular) with a view of analyzing and improving pupil performance. It is a powerful device for increasing interest and motivation. The equipment can also be used to record television programs (newscasts, for instance) which can be easily stored for class showing at a convenient time.[11]

Dial access; Computer Assistance Instruction

Serious reservations are indicated by Dodge in the Britannica Review to the effect that "dial access will continue to remain a severely limited way of disseminating information even with the sophistication of design typified by the Oak Park and

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[11] *For a more complete discussion see John Pierre Berwald's "The Videotape Recorder as a Teaching Aid," The French Review, Vol. XLIII, No. 6, (May, 1970), pp. 923-927.*

River Forest High School..." (p. 332) and that, in considering computer programs, experts "see no significant progress in the next decade because of the inflexible educational structure and the erratic behavior of technology as it rises and falls under commercial interests." (pp. 335-336)

In our opinion, the difficulties are compounded when we visualize the installation of such complex systems to service the FLES clientele. Cost, class organization, complexity of operation and lack of appropriate materials are some of the complicating factors which we see as prohibitive to serious consideration of such programs.

Overhead Projectors

A number of models are available under $200. The use and operation of the equipment is simple and standard. Its usefulness is largely controlled by the extent to which personnel is available for preparing transparencies and overlays which are significantly more effective than what the teacher can present on the blackboard or as prepared charts, handouts, etc. Preparation of such materials also involves additional equipment which is not inexpensive.[12]

Commercially available visuals fall into two broad categories: 1) Pictures of actions and situations intended as a stimulus of conversation and; 2) schematic presentations aimed at increasing understanding and control of morphology and syntax.

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[12] *See James J. Wrenn in the 1969 Reports of the Northeast Conference, p. 66.*

Though not inexpensive, these materials may, over a period of time, justify the initial investment.

Opaque Projectors

The choice of these machines is rather limited and the cost is well over $300. They can be used to project cultural materials, (pictures, menus, cartoons, etc.), usually with a view of stimulating oral participation in the foreign language. They are useful in such activities as group reading and also in analysis of a text or group correction of a written exercise. The latter use is perhaps more appropriate at more advanced FLES levels.

Record Players

Perhaps more than any other item, these are within the budget of the school. There are several models available around $75.00 which feature pause control with instant brake, thus permitting use of the record for drill or response exercises.

There is a plethora of materials available covering not only language learning but music, poetry, and drama as well. For more economic and effective use, systematic plan should be developed for a balanced record collection within a school or school system. The record player is a must in systems using an instructional package which provides study records for the students like a tape recorder. A record player can be connected to a jack box providing several outlets. In this fashion it can be used as a small "lab" for group study.

Tape Recorders

Since this is the best known and most widely used device in

the foreign language classroom, we shall not dwell on its features and operation. A number of tried and true models are available under $200. Although one such high fidelity instrument is recommended for use in each classroom, serious thought should be given to investing additional funds in several less expensive, lighter, cassette type recorders which can be purchased for less than $50.00 and can be used by students at home as well as in school.

The utility of this instrument in providing a variety of models and stimuli for pattern drills has long been demonstrated. Its usefulness to teach pronunciation, to stimulate memorization and structure control, to develop listening comprehension is unquestionned.[13] As a matter of fact, it is thought by some that isolating the audio from the visual may, in many circumstances, provide more effective instruction.[14]

Teachers should not overlook using the recorder as a means of evaluating individual students and also, in retrospect, the activities recorded during a regular class period.

Filmstrip Projectors, Slide Projectors

Although a number of automatic or push button remote control projectors cost in the neighborhood of $200, the teacher has the embarrassment of choice in selecting manually-operated projectors well within the price range of $100. On the other hand, any

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[13] Wilga M. Rivers, Teaching Sounds, The French Review, Vol. XL, No. 6, (May, 1967), pp. 802-809.

[14] Jermaine Arendt, 1969 Reports of the Northeast Conference, p. 28, Sight and Sound: The Sensible and Sensitive Use of Audio-Visual Aids, Reports of the Working Committees.

projector involving a random access feature seems to be precluded from classroom use by the cost factor which, for this type of equipment, begins around $800.

Both filmstrip and slide projectors are usually available in a school and have been used extensively in foreign language teaching. A wide variety of materials are available ranging from total programs (usually integrated with recordings) to incidental cultural materials (art architecture, fairy tales, etc.). The slide projector has the advantage of allowing projection of home-made transparencies devised to meet teacher and student needs.

The indispensibility of this type of equipment (along with a tape recorder) is illustrated by the fact that visuals and sound track can be exchanged on an international plane. We refer to "The Twinned Classroom Approach to FLES" in which exchanges between French and American FLES students provide the "core" of instruction.[15]

Sound Filmstrip or Slide Projectors

A number of such models, most of which offer a single, compact unit, are available under $200. Manual or remote control and, in some cases rear view projection, permit automatic synchronization of picture and sound. Simplicity of operation, and compactness make this equipment ideal for individual work. More expensive models provide hold control for picture and sound and cassette-loaded tape instead of records.

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[15] Sister Ruth Adelaide Jonas, S. C., "The Twinned Classroom Approach to FLES," The Modern Language Journal, Vol. LIII, No. 5, (May, 1969), pp. 342-364.

In so far as this equipment combines the features of the recorder and the projector and simplifies the combined operation they are ideal for teaching many language skills, particularly guided conversation and oral reading. Whereas, some commercial materials are available in English, and other subjects we find nothing available for foreign language instruction.

Teaching Machines

Ranging from manually-operated "Response Cards" available under $30 to models providing synchronized audio-visual presentation ($400-$1,000) the devices available suggest a multitude of applications to the teaching of various foreign language skills and subskills. A preliminary survey indicates that while some companies have available a number of programs in reading, grammar, math, sciences and other subjects, there is little soft ware available in foreign languages.

John B. Carroll's comments on the general area of programmed instruction seem appropriate.

> *....We now have better information about the role of motivation in language study, but no better ways of increasing that motivation. Programmed instruction in foreign languages is still in its infancy because of the grave technological and economic problems involved in audio-visual programmed instruction. Computer-based instruction seems feasible, but will be very expensive.*[16]

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[16] *John B. Carroll, Memorandum: On Needed Research in the Psycholinguistic and applied Psycholinguistic Aspects of Language Teacher, on research in foreign language teaching, Foreign Language Annals, Vol. 1, No. 3, (March, 1968), p. 237.*

Reading Devices

There is no reason why learning to read in the foreign language should not be facilitated through the use of equipment and techniques effective in English. The profession, preferably working with reading specialists, might well consider using equipment currently available for developing correct reading habits. Machines are available to improve recognition of letters and letter combinations, for developing proper pace in oral reading either independently or simultaneously with corresponding recordings. Other machines concentrate on improving comprehension, or stress acquisition of reading speed. Such machines range from $40 to $300. Many may be already available in the school's reading center.

Non-Projected Visuals

We call attention to the section of the 1969 Northeast Conference prepared by Brenda Frazier (pp. 12-23) dealing with the use of newspapers, advertisement, posters, felt boards, dioramas and other items in the foreign language class. May we add that French and American publishers are offering a wide array of high quality visuals and a number of games, puzzles and illustrated books which are appropriate to and easily incorporated into the FLES program.

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The preceding pages suggest a few pious injunctions by way of conclusions.

A continuous effort must be made to neutralize resistance to

the machine. Published testimonials from students as to their positive reactions (though it may be only the Hawthorne effect) might be more effective to them than the overkill of the zealous manufacturer's representative.

Continuing in the spirit of the 1969 Northeast Conference, a nucleus of teachers (FLES and others) committed to the utility of various types of audio-visual aids in foreign language instruction should be identified and supported by professional organizations or other sources and encouraged to work systematically, each in his area of specialization, to produce prototypical materials appropriate to the various media.

As indicated in the Britannica Review (p. 320), professional pressure must be brought on hardware manufacturers to break the vicious circle currently existing: shortage of soft ware resulting in low volume of sales, resulting in high cost, resulting in non-production of soft ware, resulting in low volume sale, etc. Both the teaching profession and the manufacturers must invest (the former in time, the latter in money) and each must demonstrate his willingness to take reciprocal risks as a means of inserting a significant wedge in the dreary cycle.

The teaching profession must realize that time may be running out for the use of more sophisticated audio-visuals in the school. While some teachers are still struggling with their reticences and inadequacies and hesitate over goals and policies, an emerging group of foresighted businessmen are seeking concrete results in terms of realistic goals. Committed to and expert in at least some phases

of audio-visual instructions, they are willing to risk sizeable investments in competition with the traditional educational establishment. Individualized audio-visual instruction may soon be contracted out of the school systems.

Etiennette Pillet
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IN-SERVICE TRAINING FOR THE FLES TEACHER

Learning is a continuous process, but not only for the student. It applies to the teacher as well. Whether or not the preparation received at an institution has been worthwhile, it still remains the task of a school system to provide in-service education for its staff. As times change, so do processes and procedures and in order to be "au courant" there should not exist among teachers a self-satisfaction that is evidenced in the same things being said, in the same procedures and materials being used year after year. Substantial evidence has been accumulated which indicates that most teachers change their methods of teaching very little after initial patterns or habits are established unless they develop a genuine desire to change. This desire appears not to develop sufficiently unless the teacher becomes involved in some action or process that involves change. It is consequently vital that a conscious effort be made to provide opportunity for continuous self-evaluation by the teacher of his own performance, techniques and general information.

The intent of in-service education is to change instructional practices or conditions by changing people. In-service can be defined even further by the following:

1. *In-service education is a process of change.*
2. *Changes through in-service education take place in an organizational context.*
3. *In-service education is a process for planned change.*
4. *In-service education is one of several organizational*

changes and takes place through personal development.

In-service education can take various forms and can include many activities. To many teachers in-service means drudgery, an hour or two after school once or twice a week. By careful planning and organization much can be gained by sessions that will lead to the desired change. Among activities that can be conducted as part of in-service training could be listed the following:

1. Brainstorming. This is an activity in a group session in which ideas held by individuals are orally expressed with special procedures employed to avoid any discussion, criticism, or analysis. Brainstorming would have for its purposes: to inform all participants of ideas held by others, to stimulate the development of ideas, to provide an inventory of ideas for later use, to suggest a variety of alternative approaches to problems, to influence opinions or attitudes regarding the state of thinking of the group, and to cultivate positive attitudes towards alternative approaches to problems. In setting up such a session, a topic, problem, or issue is selected as the focus for the brainstorming activity. The selected focus is clearly described to the group to assure unity in the frame of reference employed by each brainstormer. Ground rules or procedures are made explicit, such as the following:

   a. All ideas related to the focus in any direct way are desired.

b. A maximum number of related ideas is desired.

c. One idea may be modified or adopted and expressed as another idea.

d. Ideas should be expressed as clearly and concisely as possible.

e. No discussion of ideas should be attempted.

Some illustration of a brainstorming session for teachers of FLES might include the following:

Use of the video-tape recorder for improvement in learning.

Plan a summer session with FLES pupils in a total French atmosphere.

Some attempts to teach other subjects in French.

Let pupils move at their own pace.

Take a group to France for a week.

Let them read as early as possible.

Teach the listening and reading skills at the same time.

Let the pupils choose what they would like to learn in French.

An hour of French per day with programmed instruction.

Use of native speakers as assistants.

2. Buzz sessions. This would be a small-group activity temporarily formed to discuss a specific topic with minimum structure, maximum emphasis upon interaction, and full opportunity to express ideas related to the topic. The purposes of such a session would include the following: to facilitate maximum verbal interaction among participants, to promote understanding of

all points of view held by participants, to determine the possibility of arriving at consensus on certain points, to identify points of view that are distinctly at issue, to stimulate interest and commitment to working on a project or problem. It must be remembered that in buzz sessions the focus is on one given topic. The topic is identified, defined, and described in advance by the leader so that all will be aware. In organizing buzz sessions, a group is given a specific time limit to express their ideas, a recorder is designated, and a discussion leader is usually appointed within each group simply to facilitate interaction. As in any in-service activity there must be a follow-up, otherwise the activity is of little use in instruction. Suggested follow-up from buzz sessions would include: a panel of recorders or selected participants analyze ideas expressed, recorders' notes are analyzed and study groups, committees, lectures, or discussion groups are organized, and a tentative draft of a written document may be developed by a committee to synthesize ideas as a policy statement or in other appropriate form for review by all participants.

3. *Demonstrations. In this in-service activity, participants observe planned, carefully presented examples of real or simulated behavior illustrating certain techniques, materials, equipment, and procedures as they might be employed in a real situation. The purposes of this activity would*

be: to inform the observers of the materials, equipment, skills, procedures, and other elements involved, to develop understanding about the time and space relationships between the various elements being demonstrated, and to stimulate interest in the use of techniques, materials, and procedures being demonstrated. Demonstration planning should be very detailed. It is important to select a person as the demonstrator who has considerable skill and knowledge of what will be presented. That person should meet with a member of the supervisory staff to establish a sequence such as the following:

a. Ask the demonstrator to outline the sequence of events which might be followed in the demonstration.

b. Review the demonstrator's outline and reverse it by eliminating any elements that are unnecessary and by adding necessary elements.

c. Develop a revised demonstration plan, giving a detailed description of each event in sequence and all the materials and/or equipment required.

d. Stage a "dry run" of the demonstration with only a few persons present to suggest refinements.

e. Revise the demonstration plan and work out a carefully developed time schedule with briefing and follow-up plans included.

f. Prepare materials for observers to use before, during, or after the demonstration. These should include an

agenda for the entire session, orientation materials which would provide background information, sketches to assist with interpretation, and an observation instrument which encourages notetaking.

An immediate follow-up after the demonstration should be planned keeping these activities in mind: discussion of techniques, procedures, and materials observed, laboratory session in which observers in a group attempt to do what they have seen demonstrated, directed practice sessions in which the individual observer is guided in his efforts to do what has been demonstrated, and interview for planning ways of using demonstrated procedures or techniques in a real situation.

Frequently a demonstration performed by the supervisor, a teacher particularly adept at some technique or a commercial agent can illustrate a new concept in reaching students. As a "one-shot" approach its value lies primarily in stimulating thought and discussion about a previously new or partially familiar area or implementation.

The new teacher may be wise to plan with the supervisor before undertaking standard or unusual approaches and ask for a demonstration so that he may have a clear view of the possibilities and problems implicit in that approach. Demonstrations are often made available on film by publishers; if they are brought to the attention of the

department, the whole staff can profitably view and discuss the picture. It is another method of placing oneself accurately in terms of what others are accomplishing. Evelyn Popper's interesting film Bonjour, Tout le Monde[1] *would be an admirable beginning both for departmental - or district - discussion of techniques and for a reexamination of aims and how they are achieved.*

For the FLES teacher the above form of in-service described is perhaps one of the most practical since the individual is interested in learning new approaches and better procedures for presenting certain aspects of language learning. The demonstration is probably the most effective kind of in-service education that can be provided especially if individual members are asked to participate and practice what has been illustrated. The field is a large one from which to select as concerns possible demonstrations for FLES teachers. The following suggest a few possibilities:

a. the approach to reading and when it can be done

b. the teaching of some specific sounds very different from the native language

c. ways to initiate self-expression in the language

d. use of visuals - so important at the FLES level

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[1] *Available from the Northeast Conference on the Teaching of Foreign Languages, Box 881, Madison, Connecticut.*

e. the approach to culture as an everyday experience

f. the integration of FLES with other areas of the curriculum

g. motivation of the FLES pupil

h. definite techniques in use of interaction in a FLES classroom

i. small-group instruction

j. individualized instruction

4. Intervisitations

a. The department or district should strongly encourage intervisitation between the teachers of the same level in the same and other districts and also between the teachers of the FLES and secondary classes. Teachers who have been in one situation for several years may easily forget the flow of the language sequences and either ignore or criticize with insufficient first-hand knowledge the part their teaching plays in the overall program. Supervisors can be of aid in the intervisiting program not only by setting up the schedules but also by taking over the classes while the teacher is observing.

It is important to extract as much value from the visits as possible. To aid in doing so the supervisor should devote a preliminary session with the staff in discussing the reasons for the intervisitations and more importantly, in directing the teacher how to derive the greatest value from the opportunity to observe.

b. The teacher who has rarely seen another class may concern himself more with the mechanics of the language than with the techniques used in the teaching of those mechanics. The preliminary overview may also alert the teacher to subsidiary matters: how many activities were carried on, the apparent student involvement, the level and quantity of French used by both teacher and students, the ways audio-visual adjuncts contributed to the lesson, the interplay and coverage of the four skills, the relative amounts of time spent by teacher and pupil in presenting portions of the lesson and the general atmosphere of the class. Once all the teachers who are participating in the intervisiting have completed their tour, a session of all FLES teachers should be convened. The reports can be made briefly and discussed. Skillfully directed and summarized, they can serve as a useful point for self-evaluation.

c. Observing is important as well to the teacher not only for sharing techniques and feelings about students and programs but for understanding what is occurring on other levels. If a teacher is asked what a colleague is doing, it is relatively impossible for him to give an entirely honest answer. Unless he sees what is actually happening and how the children are reacting to the variety of techniques being used in that class,

a description of one teacher by another is not wholly serviceable.

d. The chance to see other classes helps the teacher see himself in the proper perspective. It underscores areas which he should emphasize for improvement and, with equal force, indicates where he is superior. The discussion, in conjunction with colleagues of what he has seen, is of aid, too, in understanding and giving dimension to what the supervisor may have been stressing in private conferences and of subsequent help in evaluating those suggestions and areas of commendation.

Intervisitation and observation are examples of in-service devices which encourage the growth of the teacher while he is an active participant in the education process. Other in-service devices are suggested below.

5. *Group discussions. This is a small-group activity extending over a prolonged period of time in which systematic verbal interaction on a given topic or problem leads to consensus, decisions, recommendations or clearly recognized disagreement. It has as its purposes to share the knowledge of individuals with others in the group, to develop understanding about complex problems, to analyze proposals for dealing with problems, to stimulate the development of new attitudes and opinions, and to arrive*

at carefully considered decisions for dealing with complex problems. Again follow-up activities are essential and can take the following forms: publication of a brief report on the conclusions of the group for dessimination to others interested in the same problem or topic, organization of a study group to formulate plans and make arrangements as suggested by the discussion group, undertaking an action research or pilot project to develop and evaluate ideas generated by the group.

6. Interaction Analysis. It can be said that all of the activities described above are related to interaction in some way. One of the most successful in-service workshops that can be organized is one dealing in interaction analysis as one system of classroom observation. Ned Flanders of the University of Michigan developed the system, and Gertrude Moskowitz of Temple University adapted it to foreign language instruction.[2] Interaction Analysis involves a program in self-improvement, one in which the teacher and not the supervisor will make personal changes in approaches to teacher-pupil interaction. A workshop can be organized in which the following ten categories of interaction would be explained and demonstrated:
Categories 1 through 7 all deal with teacher talk through indirect and direct influence:

[2]Moskowitz, Gertrude. The Foreign Language Teacher Interacts. Association for Productive Teaching. Minneapolis, Minnesota, 1968.

1. *Accepts feelings:* accepts and clarifies the feeling tone of the students in a nonthreatening manner
2. *Praises or encourages:* praises or encourages student action or behavior
3. *Accepts or uses ideas of students:* Clarifying, building, or developing ideas suggested by students
4. *Asks questions:* asking a question about content or procedure with the intent that a student answer
5. *Lecturing:* giving facts or opinions, expressing own ideas, asking rhetorical questions
6. *Giving directions:* directions, commands, or orders with which a student is to comply
7. *Criticizing or justifying authority:* statements intended to change student behavior from nonacceptable to acceptable behavior

Categories 8 through 10 are concerned with student talk:

8. *Student-talk response:* a student makes a predictable response to the teacher
9. *Student-talk initiation:* talk by students which they initiate
10. *Silence or confusion:* pauses, short periods of silence, and periods of confusion in which communication cannot be understood by observer

Since interaction is what teaching is all about, exposure to this system should be part of every teacher's background, given either as a formal graduate course or through in-service training sessions.

As pointed out earlier in this paper, any change in behavior will come from within, any change toward improvement will come from within. In this system of interaction analysis for documenting of behavior, there must be complete understanding between the teacher and supervisor (as an observer) as to the reasons for observing this system at work in the classroom.

Once the categories have been learned and are thoroughly familiar, coding can then be done. Coding means the recording every three seconds of a behavior according to the ten categories. A whole class period is not needed to get an idea of what kind of teacher-pupil rapport exists in a particular class. The coding can be done by a supervisor or by a fellow teacher completely familiar with the system. Another method employed is for the classroom teacher to tape a ten or fifteen-minute segment of his class. After class or during a planning period, the teacher can then analyze what he has done by coding the tape. This approach is personal and one which actually puts the teacher well on the way to self-improvement. For a FLES teacher this system is well suited since most programs in FLES offer daily sessions of fifteen or twenty minutes. It would be a simple matter to tape and code one of these sessions.

7. In a like manner workshops which center about language problems or behavioral and teaching techniques can be profitable. The coordinator, chairman or some other agency may confer with his department on likely topics and then seek the best available personnel to make the

presentations. The workshop may be a one day, one week, three week program offering in-service salary credit or simply an opportunity to improve one's performance through better use of techniques and materials or heightened sensitivity to pupils' needs and reactions. The proceedings should be recorded and made available to all teachers and interested administrators.

8. A more formalized in-service course may involve a single district or be county-wide and organized in conjunction with a university or the state education department. The district will probably offer in-service salary credits if the goals lead to more effective teaching performance. Such a course may revolve about the use of a single curriculum such as Parlons Francais or use a series of different films to demonstrate various approaches, each session followed by discussion and demonstrations. The goal may be the improvement of French skills and combine general FLES techniques with language improvement through reading and conversation and the preparation and description of teaching devices, evaluations or lessons tailored to the individual's own preferences, interests and needs.

9. Microteaching which may incorporate the use of video-tape offers another effective technique for self-directed internalized growth which can be developed through the workshop for in-service courses. It presents the teacher with the opportunity to teach a particular point, see it

taught (if video-tape is used), have it reviewed by a group of peers and then it offers the teacher the chance to repeat his performance incorporating the suggestions all within a short period of time. The insights earned from the shared experiences and immediate observing of his performance cannot fail to alert the teacher to the reactions of his pupils and through them influence the effectiveness of his presentation.

If no course is available or no one feels sufficiently extroverted to subject himself to group review, short films of lessons can be brought to the department meetings for analysis.

10. Curriculum preparation. The elementary school differs largely in its basic approach from the secondary school by the former's close adherence to and reliance on individual growth. Most self-contained classrooms and even semi-departmentalized elementary classes are homogeneously grouped. Yet FLES classes rarely cater to the individual's learning style by grouping him or dealing with him on a less than class basis. It is certainly true that the minute amounts of time afforded the transient FLES teachers discourages the implementation of individualized training. Still, the technique of packaging can be used to create some measure of individual progress.

Packaging implies that the lesson to be taught has been broken down into its smallest components and the various

elements are so prepared that a pupil can progress, review, enrich his work by using the several packages. The teacher may, for example, create progressively difficult drills in workbook form on the key topic, devise programmed cards in minimal increments for slower students (or those who want to go ahead on their own), record the lesson's portions on tape, or break down sound and sentence components for recording on Language-Master cards. Correlated filmstrips and transparencies, recombination passages, cultural readings all aid the pupils to progress at their own rate.

Packaging is best done by a group of teachers working together in a summer or year round in-service workshop. It calls on a multiplicity of skills and approaches best provided by several teachers.

11. The paucity of FLES programs has not encouraged many colleges to offer a major in FLES. However, it is to the advantage both of the school district and the foreign language student teacher to gain direct experience in FLES. The teacher will benefit from working with the young majors who may be anxious to attempt the new techniques that they have been discussing in their methods courses. The student cannot help but appreciate the proper place of FLES and the tremendous potential for the study of French if he has worked for a while within a well-organized and properly articulated vigorous program.

If a program of internship as recommended by Dr. Kenneth Clarke[3] ever becomes reality, the FLES teacher may well be intimately involved in the training process of foreign language teachers. The demands and potentialities of <u>differentiated staffing</u> should also be pursued by the FLES department; we already use such teachers as native informants, TV teachers, follow-up teachers and so on. The FLES teacher should be given the opportunity to learn how to work effectively with all these people.

Just as the secondary school can benefit from selective elementary school techniques such as grouping, the FLES teacher will do well to investigate the newly popular phenomena of independent study, contracts, individualized preferences, subjects taught in the foreign language and many other exciting new approaches that enliven contemporary foreign language classes. While the FLES class cannot possibly attempt the study of French culture in French, a modified approach can encourage contract studies by interested students in phases of language, literature in translation, or cultural contrasts that will be intrinsically valuable and motivational. An attractive bulletin board illustrating the agreement of noun and adjective or the menu items illustrated in French, or a movable flannel board display prepared by students to teach prepositional locations is a worthwhile goal for many students and serves the needs of the whole class. Professional organizations such as the AATF can serve a valuable function by preparing cultural packages

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[3] Kenneth Clarke, Jr., <u>New York Times,</u> July 26, 1970, section 4, page 7.

suitable for the various FLES levels and indicating sources and styles.

Every opportunity, furthermore, should be made to incorporate FLES teachers into the network of district, county and nation-wide conferences to see that they can and do attend them and that the results of their visits and demonstrations are described in the supervisor's FL Newsletter.

FLES is an integral part of the total school program and of the foreign language sequence. Its teachers must be encouraged and aided in entering the mainstream of the exciting internal developments and new attitudes that are shaping today's foreign language teachers and their work.

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CONCLUSION

The opening of a new decade always causes us to reflect upon the changes of the ten years past and to prognosticate changes for the ten years to come. The need for changes in American education has become painfully apparent in the latter half of this past decade and the urgency of this need will probably force changes at a pace so rapid that any prognostication will seem extremely modest by the end of the decade.

One prognostication seems safe: FLES programs at the end of this decade either will be well-articulated, intellectually stimulating programs which produce bilingual children who are capable of pursuing their studies both in English and in their second language or FLES programs will have ceased to exist. Foreign language programs in elementary schools have already felt, and cannot help but continue to feel the reverberations of the impact of changes in education generally.

The consumers and leaders in education are united at present in a common goal: that of making education more humane and more relevant to children's present and future needs. The eight essays in this report alert us to some of the educational innovations which will contribute, hopefully, to making education more humane and relevant. The influence of the work and thought of Piaget is evident in many of the innovations which take into consideration the uniqueness of each child's mental development and learning style. It behooves us as teachers of foreign languages to heed the message of reformers who urge the abolition of the formal teacher-

dominated classroom in favor of the classroom where the main burden of activity is upon the children rather than upon the teacher. This type of classroom organization often seems especially difficult in the beginning foreign language class. It is hoped that the suggestions made by the authors of this collection of essays will aid FLES teachers in making the FLES classroom "child-centered."

The peak years for FLES programs in American schools occurred in the early years of the sixties. A steady drop in the number of FLES programs has paralleled a downturn in the nation's economy. This is the reflection of a familiar pattern: foreign language programs are always among the first cutbacks in educational "frills" in periods of economic strain. In these periods there is a demand for education to be "practical." Yet in our present world of rapid and unpredictable change what is "practical" today may well not be tomorrow and what is impractical now may be indispensable in the future. <u>WHO WILL SAY WITH CERTAINTY WHICH OF THIS DECADE'S CHILDREN WILL NEVER NEED TO KNOW A SECOND LANGUAGE?</u>

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